

The BUSINESS EDUCATION World

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OCTOBER
1944



Which girl gets the job?

They both know shorthand. They both know typing. Both have pleasant personalities. But one girl has the advantage. She has a sound working knowledge of an additional business machine—the Mimeograph duplicator.

Job competition will surely come in the postwar period. And when it does come, the boy or girl who has a knowledge of one or more widely used business machines will have the edge on opportunity and advancement.

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A. B. DICK COMPANY, Chicago.

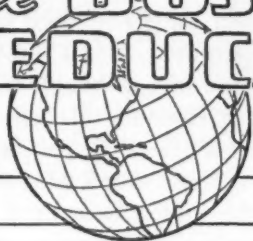
Mimeograph duplicator



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Social Business Education In the Junior College

HAROLD D. FASNACHT

This is the second in a series of articles on junior-college business education. The introductory article, written by R. W. Goddard, appeared in the September issue.

TO the junior college come many students who, in high school, were enrolled in all the usual courses of study—both liberal arts and vocational. For the most part, taking the country as a whole, these courses do not represent any common pattern of subject matter. From the junior college, most of these students do not go on to higher educational work. These facts, together with the complexity of today's socio-economic structure into which all educational products alike enter, assign to the junior college a peculiar educational responsibility.

Specific Needs

Specifically, these are the needs which give rise to the demand for social-business education in the junior college.

1. *The Need for Economic and Business Understanding.* This need is not peculiar to the junior college by any means, but it is perhaps most apparent at this stage of educational development.

Students in the business department are being trained for numerous business vocations, the broad aspects of which are interrelated and complex. It can be said, as never before in history, that the world "lives, moves, and is its being" in business.

But business is so intricately involved with things like taxes, prices, government, demand and supply, and cycles, that to be able to

operate a typewriter, take dictation, or make a balance sheet is much too insufficient when considered alone as a tool for success in business. The junior college must provide instruction in economics, money and banking, introduction to business, and other subjects. This implies not the teaching of complicated economic theory, which ought to work but never does, but the application of simple principles to everyday problems. It means teaching in introduction to business an overview of the field of business—the kind of picture needed by business employees and laymen alike.

Too many beginning workers enter the business field not knowing "what it's all about." An understanding of the functions of business—what makes the wheels go round—will help them.

2. *The Need for Understanding World Resources.* Not only does the location of natural resources influence the direction of world trade; changes in boundary lines, war, and politics alter the direction and flow of international trade. In these days of economic complexity it is not enough for the trade experts and the international bankers to know these facts, their causes and consequences; stenographers, bookkeepers, salesmen, and consumers are involved in the problems of production, distribution, and exchange of raw materials. These facts affect our food, clothing, shelter, and common economic processes.

The realities of the war have taught us these things. Economic history and economic



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geography are the solutions to our illiteracy
regarding international problems. This takes
on deep significance in the field of either
course mentioned—an attempt at understanding
the people from whom various products come
to us—part of the problem of international
peace and security.

3. *The Need for Consumer Understanding
and Protection.* The individual caught in the
type of society described above needs help. He
needs to know the simple economic fact that
production is prerequisite to distribution and
consumption, and that in the long run con-
sumption is likewise competitive and therefore
must be wisely administered.

Influencing consumption of the common
man are prices, personal taxes, food and drug
regulations, a multiplicity of grade labels and
brands, legal restrictions, and personal income
limitations, to say nothing of the numerous
other difficulties inherent in American econ-
omy.

This need definitely creates a place for busi-
ness law—not the kind that makes lawyers of
graduates, but the law that you and I en-
counter every day. It creates further the need
for courses in business mathematics, consumer
economics, and personal finance. Properly
taught, these courses point the way toward
reducing the confusion now existent in this
area of living.

4. *The Need for Tying Loose Ends To-
gether.* Why does the junior college face these
problems so seriously? For too many high
school graduates vocational work pointed in

one direction; science in another, with its own
purposes and functions. Languages and Eng-
lish have had their own purposes. All these
purposes lacked unification, integration, and
meaning, although they all have very definite
but common relationships to the everyday busi-
ness life of all people.

These dissociated ends left of necessity by
the high school must be unified by the junior
college into common purposes, meaningful and
functional. Some of the aims of introduction
to business, business law, economics, and
geography are common to all these courses.
This situation assists in the integration of these
loose ends toward a more useful, intelligent
citizenship.

5. *The Need for Terminal Courses.* Let us
not forget that the senior college might well
perform the functions set forth in the social
business courses, but as Lloyd Jones has stated
in an earlier article¹ it does not get the oppor-
tunity to do so since as many as three-
fourths of the junior-college students may
terminate their formal higher education at the
end of two years. It is not always possible for
the high school to do so either. In many high
schools, particularly the smaller ones, limita-
tions in teaching staff and curriculum offerings
preclude the possibility of accomplishing these
ends. But the main reason is the immaturity
of the high school youngster. It is not until
he faces the reality of economic participation
of mature citizenship, that he fully appreciates
the need for solving these problems.

Other Basic Considerations

Most of the social-business courses mentioned
in the foregoing paragraphs have as much edu-
cational, economic, and citizenship value for
nonbusiness students and those planning
entering the senior college as for those who
are preparing to enter directly into business
occupations.

It may be a slow and difficult process to
this point of view across to junior college
administrators and senior college entrance
authorities generally. Undoubtedly, however,
time is not far in the future when most of
the courses mentioned will be in the regular
curricula of those majoring in nonbusiness fields.

The reason is evident. Democracy is at stake.

¹ Lloyd L. Jones, "The Junior College and Business Education," *The Business Education Weekly*, April, 1944.

The American way of living—a great deal of which depends upon the attitudes, ideals, and practices of business—is under question. If the good in American business life is to be perpetuated and if the ills are to be doctored and cured, they will be so partly because of the development of proper attitudes in those who go out from our schools and junior colleges.

None is sure of what the postwar pattern of business society will be. If it were known, less training would be necessary in the processes that help people to adapt themselves to emergencies. But since it is not known, all the tools and processes and means by which America may adapt itself to change and by which its foundations may be secure must be provided, at least in embryonic form. *These implements no longer exist only in the literature, languages, science, and history of the race; a part of our culture lies within the scope of the social-business courses named here.*

This philosophy involves something else. Business has told us much about the desirability of proper human relations. Actually, a few junior colleges have done much about this problem. Why some people make a success in a business and why others, with apparently the same training, do not is often perplexing.

Courses in business psychology, ethics, and speech must become essential parts of the business training curriculum. Are they social-business courses? They must be taught so that they are. They must help the individual worker in both his job and his happiness at home. Something must be given him to enhance his social outlook on the job and to give him the bases for ethical relationships so necessary for a successful business life.

Nothing stated here should be construed as an attempt to minimize the "job-getting" vocational courses. Let us continue our improvement of instruction in this field but, at the same time, give much greater consideration to the place of the social-business courses.

With the likelihood that gradually increasing numbers of high school graduates will enter college in the postwar period, the burden of these problems will fall to the junior college. The success of their solution in the junior college depends upon the effectiveness with which the social-business courses are administered and taught.

News from Washington

\$24,000,000 Asked For Area Schools

1917—The Smith-Hughes Act!

1937—The George-Deen Act!

Will 1945 see passage of the George-Dondero Act?

This is a question of considerable interest to vocational educators and to education generally. With the passage of this bill (S. 1946), vocational education will not only be broadened and extended, but there will also appear on the educational scene a new type of institution: the area vocational school.

The area vocational school, designed to serve rural youth, is the means proposed by many educators not only to extend and expand vocational education, but also to bring it "to all the people."

\$97,000,000 Sought

In addition to seeking to establish the area school in every state in the Union, the bill would allot \$97,000,000 to be distributed as follows:

\$24,000,000 for operating and developing area schools

\$23,000,000 for teaching farm mechanics, rural service occupations, and production and conservation of food for family use

\$16,000,000 for home-making and home-economic subjects

\$16,000,000 for trade and industrial subjects

\$4,000,000 for vocational counseling and occupational information programs

\$2,000,000 for training in public-service occupations (firemen, policemen, etc.)

\$12,000,000 for training in sales and office jobs

\$500,000 for industrial arts

Passage Possible

Approval of the bill by Congress is a distinct possibility, though not in 1944. Congress will not be inclined to do much for the remainder of this year. This bill will have its best chance in 1945, when a batch of measures having to do with postwar reconversion will undoubtedly sail through Congress without much opposition. The George-Dondero bill will then have its chance. The framers of the bill present it as a measure for "the occupational adjustment and readjustment of veterans returning from military service, workers demobilized from war production plants, and for other youth and for adults. . . ."

(See page 91)

Collegiate Status Of Secretarial Science Courses

E. E. HATFIELD

THE rapid increase in the number of state colleges and universities that have introduced secretarial-science courses, or courses in secretarial work as they are sometimes called, is very interesting and quite significant. I think that it is also significant that a large percentage of the colleges and universities are now beginning to recognize this work on a par with any of the other work. It is true, however, as Dr. Paul O. Selby¹ has recently pointed out, that many nonprogressive, academic-minded persons who are not alert to what is going on around them still resent secretarial-science courses being given an honorable place in the university curricula.

For several years I have been quite interested in the status of secretarial science among the members of the American Association of Collegiate Schools of Business. About four years ago I made a rather hurried study of the catalogues of these colleges and universities and found evidence of only seventeen out of fifty-two of them offering courses in secretarial science. Last October I decided to make a careful study of this situation. Dr. Selby² had just reported on a much broader study among 572 liberal-arts colleges and universities throughout the United States. However, because of the fine reputation of the American Association of Collegiate Schools of Business, and the known fact that the members of this Association have always been conservative in their actions, I am of the opinion that this study should be of special interest to many readers.

¹ "Collegiate Discrimination Against Shorthand and Typewriting," P. O. Selby, Ph.D., *The Business Education World*, Vol. XXIV, No. 5, January, 1944, p. 270.

² "Shorthand and Typewriting in Liberal Arts Colleges," P. O. Selby, Ph.D., *The Business Education World*, Vol. XXIV, No. 1, September, 1943, p. 11.

In making this study, I mailed a double winged postcard to each member of the Association, asking certain questions to determine at least partially, the status of secretarial science in these schools. I asked the following questions:

1. Do you have a Department of Secretarial Science, or Secretarial Training as you may call it?

2. If so, is it (a) a major department? (b) a minor department? (c) or a part of the work in some other department?

It may be readily seen that the answer to these brief questions does not fully determine the status of secretarial science in any one university.

Here at the University of Oklahoma the students enrolled in the College of Business Administration have a choice of plans. They may complete a "two-year curriculum in secretarial science" during the freshman and sophomore years. These students are not candidates for a degree; but, upon completion of this curriculum, they are granted a "Two-Year Secretarial Science Certificate." All the courses offered in this curriculum are fully acceptable toward a degree in the College of Business Administration should the student desire to become a candidate for a degree.

The second plan here at the University is for our students to work off the requirements during their junior and senior years for a minor in secretarial science.

The College of Business Administration also has a co-operative program with the College of Education in the training of commercial teachers, whereby the student completes the requirements for a major in commercial education in the College of Education and completes his subject matter courses in the College of Business Administration.

Again, some of the Universities have major curricula, with no minor requirements as such. Some schools have what they refer to as "fields of concentration," while others speak in terms of "major sequences." Thus, some

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Mr. Hatfield has taught in high schools and colleges in Oklahoma and is an active member of several professional associations. His students have been awarded many prizes in shorthand and typing contests.



of the Universities found it difficult to answer my questions in a specific manner.

Nevertheless, all fifty-two members of the association answered my questionnaire to the best of their ability, and the following report (as of November, 1943) shows their replies.

Secretarial Science is a major department, or at least one of the major curricula, in the Colleges of Business Administration at the following universities:

Alabama, University of
California, University of* (Los Angeles)
Columbia University
Denver, University of
Georgia, University of
Illinois, University of
Iowa, State University of
Louisiana State University
Minnesota, University of
Nebraska, University of
New York University
North Dakota, University of
Northwestern University
Ohio State University
Southern California, University of
Syracuse University
Temple University

Secretarial Science is a minor department in the Colleges of Business Administration at the following universities:

Arkansas, University of
Buffalo, University of
Cincinnati, University of
Kentucky, University of
Oklahoma, University of
Oregon, University of
Southern Methodist University

*Office Management is the title of the major department, which includes Secretarial Training.

Secretarial Science is a part of the work in some other department in the Colleges of Business Administration at the following universities and colleges:

Boston University
Chicago, University of*
Colorado, University of
Indiana University
Kansas, University of
Miami University
Michigan, University of
New York, College of City of
Pittsburgh, University of
Stanford University
Texas, University of
Utah, University of
Washington, University of

The Colleges of Business Administration of the following universities and colleges do not have a Department of Secretarial Science:

California University of* (Berkeley)
Dartmouth College
Florida, University of
Fordham University
Harvard University
Lehigh University
Marquette University
Missouri, University of
North Carolina, University of
Pennsylvania, University of
Tulane, University of
Virginia, University of
Washington University
Washington and Lee University
Wisconsin, University of

*Special field in the School of Business—not a concentrated study.

*A special curriculum.

*Secretarial work is in the School of Education.



"I think the Higgins Company has the answer to its employees quitting to get war jobs!"

Typing Instruction For a Radio Operator

DONALD R. TULLY

BECAUSE of the demand by the military forces of the United States for trained radio operators, many high schools, colleges, and war-training institutions throughout the country have added code learning and code typewriting courses to their curriculums.

Schools have found that one of the chief problems in presenting a satisfactory course lies in acquiring satisfactory teaching personnel. The pioneer institutions in radio classes have employed instructors with varying degrees of "practical" or teaching experience or both. This practice has been mutually beneficial to all concerned, as each group has contributed and received in abundance from close interlocking of interests. It is probable that instructors with school experience will be called upon frequently in the future to carry on this type of instruction, because the "practical" men are in very great demand for services other than that of teaching. Commercial teachers, and especially typing teachers, therefore, must be prepared to assume the responsibility for training the great number of

operators desired for successfully carrying on the war effort.

The code typewriting course has as its main function the training of personnel in typewriting technique so that code messages may be received with the typewriter. The operator must be able to receive a message at any speed transmitted. The signal, rather than printed copy, is the stimulus for typewriting reaction. All teaching procedures are directed toward the attainment of this ability by the student.

Although message receiving and transmission are his main function, the radio operator, it is generally believed, should also have a "personal-use" knowledge of the typewriter. It is reasonable to say that a qualified radio man is able to type at 50 words or more on straight printed copy and can receive radio messages in excess of 25 words a minute. Printed copy instruction, therefore, is utilized in the training of code operators. The amount and limitations of this usage are subject to the judgment of the instructor.

The proper time for combining the two skills of typewriting and code learning is a major problem confronting authorities on radio instruction. One group of instructors favors typing from code signals as early as the second week of each course. Other instructors advocate postponing this action until a much later time.

Proponents of the former procedure state that the maximum amount of practice in typing from code signals is needed for best results—that valuable time can be lost in the early part of the course by not teaching the practice that is finally to be performed. Opponents of this procedure vow that with the early utilization of the typewriter for receiving messages, each skill becomes more difficult to master and incorrect techniques result. Prerequisite mastery of each skill, they contend, prepares for an earlier and, ultimately, a greater mastery. Advocates of postponement in the

The first step in learning radiotelegraphy—receiving messages at a slow speed and copying them in longhand. Later this class will learn to take messages on the typewriter.



DONALD R. TULLY is a member of the War Training Staff of the Technological Institute, Northwestern University, at Evanston, Illinois. He has degrees from Whitewater State Teachers College, Wisconsin, and Northwestern University. He was formerly a commercial instructor at the Mary D. Bradford High School in Kenosha, Wisconsin, and is on leave from the position of executive secretary to the city manager of Kenosha. He is one of the authors of a new textbook on code typewriting, used in preinduction and other courses for Signal Corps training.

use of the typewriter state that individual attention to the learning of each skill assures correct practices, with a consequent constant learning progress to a higher educational standard.

More research is necessary before a definite decision can be made.

To my knowledge, most commercial instructors believe that code operators should learn to type according to accepted present-day pedagogy for typewriting instructions. The keyboard may be learned from any typewriting text. Speed is best acquired by using a book

specifically written for speed building in copying printed material.

Little or no stress, however, should be given to instruction for the use of the shift key, because all "caps" and no symbols are used in code messages. Figures on the telegraphic machine have a slightly different key location from those on the standard machine, in that the number 1 is on the extreme left key of the top row,* and as a result all other figures are moved one position to the right. This feature of the telegraphic machine prevents the use of number exercises specifically designed for learning the figures in their "orthodox" position as presented in the regular typewriting textbooks.

Drills such as the one illustrated here should supplement any regular textbook for proper number learning stress. Practice on this phase of learning should be given as soon as the student comes in contact with the telegraphic machine, because number mastery is of greater

* Where the 2 is on the standard correspondence keyboard.

This radio operator is typing a message—at the receiving speed. On the table at his right is his transmitting key.

Photos courtesy Pan American Airways



ICECN ENIMH N83NØ 4REEN PN7NW
CR26N 8951Ø OTXMT MENWF UQEBØ

32467 81186 2CN32 42CN3 232N2
ECXN7 WEYT1 65874 2XBEN W7DK3

A sample of code typing used by the armed forces

importance to the radio operator than to the ordinary typist.

Code grouping exercises are a definite learning aid for radio message work. Groups are arranged progressively according to difficulty in manipulation for all types of messages.

Drills should be used that have been prepared by code operators from messages received from established radio transmitting stations. Conservative policies for typewriting instruction should be followed. The drills may be used at various stages in the radio training course along with ordinary keyboard-learning drills and skill-development drills on paragraph matter. Regular speed tests may be given for the various group types so that development can be traced.

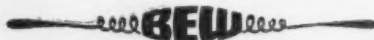
These same drills may also be used in the latter part of the course for increasing dexterity for typical radio-operator finger reaches, because letters and figures in all exercises are arranged according to character frequency for code messages. The average operator should type any of these groups in excess of 30 words a minute.

Adequate stress in technique for typing the code groups prevents future difficulties by establishing the essential habits for satisfactory receiving of, or reacting to, a signal or an aural stimulus without looking at the key being struck. Code grouping exercises, therefore, bridge the gap in the learning process

from the time when the student (1) hears and interprets the signal, (2) locates the proper key, and (3) reacts, and the *final stage* when the student (1) hears the signal and (2) automatically responds by stroking the proper key.

Code typewriting group drills may be used in many constructive ways. Copy typing by the class increases the students' speed in typing the individual characters and, eventually, the transmitted signal. The class procedure of typing code groups from copy while the instructor dictates the individual characters at speeds ranging from 5 to 25 words a minute prepares the student for typing from an aural stimulus. This dictation by the instructor is also used for establishing the habit of typing rhythmically and as a test for the mastery of the keyboard. Mental recall is assisted by having the students type groups of varying lengths and at varying speeds from the dictation of the instructor without reference to the printed copy. The processes of mental recall, rhythmic typing, reacting to an aural stimulus, and forcing attention to individual characters are all improved through code group exercises.

Any code typewriting course will be successful if the instructor keeps in mind that each student hopes to become a radio operator—not a stenographer or a yeoman—and chooses instruction material that best prepares him for that job.



THE DEPARTMENT OF BUSINESS EDUCATION of the National Education Association has announced the appointment of Dr. Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana, as editor-in-chief of *The National Business Education Quarterly*. He succeeds Dr. Anson B. Barber, Madison College, Harrisonburg, Virginia, who is now a lieutenant in the United States Naval Reserve, stationed in Washington, D. C.

Dr. Carmichael has been active in department affairs for many years, having served as national membership director for two years, and as president during 1940-41.

AN international business conference, planned for the purpose of bringing together "on a world basis representatives of leading business organizations from allied and neutral countries for a discussion of economic problems," will be held November 10-18 in Atlantic City, New Jersey.

Representation is to be restricted to a maximum of six delegates from each of the allied and neutral countries. The conference is under the auspices of the American Section of the International Chamber of Commerce, the Chamber of Commerce of the United States, the National Association of Manufacturers, and the National Foreign Trade Council.

Conquering the Comma

VERNE ELLIS WALTIMYER

Hellam, Pennsylvania

THE comma is a most important and frequently used punctuation mark. While there are some variations in its uses, a thorough understanding of the general applications of this mark is highly desirable and is, indeed, too often not in evidence on the part of those who should be able to punctuate correctly.

In too many cases, interest in English and grammar wanes when punctuation is taken up. This may be due to a too-abstract presentation of the subject, but quite frequently it is the result either of improper motivation or an entire absence of it, especially such as would stimulate interest in the particular age group being taught.

In dealing with hundreds of high and business school students, it has been found that, in too many instances, their punctuating was a matter mostly of guessing, that they were not interested because they were not sure of any real reasons for what they did. Apparently they had studied rules, but the rules had been forgotten.

Since punctuation is an art that can be easily mastered, there must be some way to present it so that the students will readily learn it and will like learning. As interest is a powerful factor, the methods and aids must be unusually interesting.

The story shown on this page, "Corrinne Conquers the Comma," containing the thirteen chief uses of this mark, together with the "key," is designed to arouse interest and create desire for learning the uses of the comma. The teacher, of course, will use it as supplementary material and will find it helpful in explaining the different uses, as outlined in the

Corrinne Conquers the Comma

Corrinne Martin heard an employer say that everyone who expects ever to be promoted to a better office position must be able to type, transcribe,¹ and use the comma correctly. She knew,² however,² that if she really wanted to be sure of having these abilities,³ she must,⁴ with renewed interest, help herself to attain them.

Then her teacher, Miss Slaybaugh,⁵ added,⁶ "Corrinne,⁷ you can do it. You can master the uses of the comma,⁸ and I know that you will have fun in doing it."

Corrinne suddenly realized that her English book,⁹ which contained more than five pages on the comma, was her friend. Its author's first objectives had been to present the lessons in an interesting manner; his second,¹⁰ to have the students profit by them.

One day Corrinne heard Miss Slaybaugh advise the class that the ability to use the comma correctly is a prize well worth the effort required. She decided that one who knew would give only good advice.

Ability and confidence,¹¹ speed and accuracy, Corrine was soon proud to know that she had acquired. Then it was that she realized that her commas were the signal lights regulating the traffic of thought in her transcription and other written composition,¹² not merely a number of uninteresting and misunderstood marks.

Corrinne has already received a fine promotion.

Key

- | | |
|----------------------------|--------------------------|
| 1. Series of words | 7. Direct address |
| 2. Parenthetical word | 8. Compound sentence |
| 3. Transposed clause | 9. Nonrestrictive clause |
| 4. Intermediate expression | 10. Omitted verb |
| 5. Apposition | 11. Series of pairs |
| 6. Before direct quotation | 12. Contrasted thought |

"key." The students will be interested in finding each corresponding use in the story as well as in telling which use is illustrated by each sentence in the group below headed "Now Corrinne Says."

Other sentences may be given by the teacher or brought to class by the students, some from spelling, reading, bookkeeping, secretarial studies, and other sources.

Now Corrinne Says:

1. Using the comma properly is easy, interesting, and lots of fun.
2. I can, without difficulty, use the comma correctly.
3. My teacher, Miss Slaybaugh, was grand in showing me how simple it is.
4. Boys and girls, you can learn the uses of the comma.
5. Anna and John, Myrtle and Stewart, Susan and Edward—all are interested in the comma now.
6. I'm so glad my employer said, "Corrinne, your punctuation is so much better than the average."
7. Now I take dictation and transcribe with confidence, not as I did before.
8. Your English book, which is one of your best friends, deserves your careful study.

9. Don't forget, as I said before, that you can learn this as well as I did.

10. I like my transcription work now, but I did not when I could not use the comma correctly.

11. Your first object should be to learn the uses of the comma well; your second, to use them correctly.

12. Now my classmates all say, "Corrinne, you certainly have set us a good example."

13. I want you to study the story, "Corrinne Conquers the Comma," which has been written about me for you. You will find it interesting, easy, and very helpful in learning the uses of the comma.

Key

1. Series of words
2. Intermediate expression
3. Apposition
4. Direct address
5. Series of pairs
6. Before direct quotation
Direct address
7. Contrasted thought
8. Nonrestrictive clause
9. Intermediate expression
10. Compound sentence
11. Omitted verb
12. Before direct quotation
13. Apposition
Nonrestrictive clause
Series of words



ALL THE MEMBERS of this graduating class of the Stenography School, U. S. Naval Training Station, Newport, Rhode Island, wrote over 100 words a minute in shorthand after sixteen weeks of instruction. The instructor was J. P. Matthews, C. Sp. (T). A requirement for enrollment is the completion of the first twenty-one units of the Gregg Shorthand Manual. Class hours total 584, plus 72 hours of supervised study. This is a Class B school; that is, advanced training is given to men who have been in the Navy for some time or who have ratings.

Let's Set Aims in Shorthand

ARDIS E. PUMALA

Gilbert, Minnesota

HEAVY, heavy hangs over thy head, 80 words a minute, or else—"! This is the ultimatum faced by many a class of shorthand students. They worry and stew. To some, 80 words seems impossible to reach, and others who might be able to do 80 miss the mark because of the tension imposed upon them by this "must."

How much better for them to have an aim, to do their work with the stimulus of "Aim for 80 words—see if you can make it!" Instead of approaching the dictation with fear and trembling, the student finds that reaching 80 becomes an exciting game. Instead of the sigh of relief on passing "the 80," there is the elation that comes from achieving a self-adopted goal.

No matter how challenging a goal the teacher may set before the class or individual, until the student adopts it as his, until he feels that he can reach it by trying and that he wants very much to reach it, that goal is meaningless.

Instead of "Heavy, heavy hangs over thy head," help students set a certain speed or degree of accuracy as an aim. Talk aims, print them in colored chalk on the blackboard, pin them in large cut-out letters on the bulletin board. Help individual students to find their aims through an informal conversation while a student is arranging a bulletin board or through a scheduled conference.

The days are gone when only failing or near-failing students were counseled. Many a good student might become superior if given a little extra stimulus, and many a "C" student who had thought that learning shorthand consisted merely in going over the daily lessons might be helped toward greater achievement by being given incentives.

Having set aims, make those aims desirable. Give recognition to students who have met their goals. Charts and graphs of all kinds may be used to give recognition. The recognition may be a nod of approval or an encouraging "Keep it up" from the teacher.

It is recognition for Mary, who mastered her brief forms early, to be asked to help Janet and Jean, who are having trouble. Make use of the pins and certificates offered by different textbook companies. Rewards such as these have been effective ever since the time when we were enticed to Sunday School by a silver star placed after our names on the roll.

The presentation of these awards should be made as impressive as possible. It is so easy, when Joan's and Mildred's certificates come, to say casually, "Oh, your certificates came. Stop for them at the desk after class." Instead, make the winning of the awards really an honor by presenting them before the class with an introductory talk. Or, better still, they may be presented during an assembly period with the principal bestowing them. Naturally, the more desirable the award is made, the greater will be the effort to earn it.

A duplicated news-sheet published at intervals is a means of recognizing achievement. It may contain write-ups of students who have achieved goals or won awards, inspirational editorials on aims, and humorous class incidents—a cartoon of Mary reading from a mirror the copy for which she had inserted the carbon wrong, or any of the numerous transcription errors that bring a smile. Mention as many names as you can. If Doris does not have a high speed, perhaps her accuracy is worthy of mention. Some other student, though not otherwise outstanding, may have made the most progress during the month. The newspaper should not only give credit but should also serve to inspire others.

An attractive bulletin board can play a big part in your inspirational program if it is changed frequently and kept colorful and "newsy." Put in student hands, the bulletin board need not take up much of your time. Committees may be appointed to take charge of it, each striving to make their board the most attractive. Students like the responsibility and the opportunity afforded them to reveal initiative and originality.

After helping make worth-while goals seem desirable and worth the effort needed to reach them, the next step is to help the students think of their goals not as something that would be nice *if* they could be reached but as something that they can actually achieve. Having a high aim is seldom to be deplored; yet many a student, aiming too high, may become discouraged in reaching the mark and stop striving altogether. Large goals, goals to be reached by the end of the year, need breaking down into smaller ones, goals for the month, for the week, for today.

Alice, who is working toward a 120-word transcription, may be led to determine what factors comprise the intangible goal of "greater speed." She may decide that a larger shorthand vocabulary of words of which she is as sure as she is of brief forms would lead to greater speed. She now has something definite toward which to work, something she can start doing immediately. The preparation of her daily lessons will become more meaningful. She may plan to do more reading from shorthand in the magazines and books on the commercial-room shelves, in an effort to become so familiar

with the various forms that she can write them without hesitation. She will still have her "sights" on an eventual 120 words a minute, but she has a nearer target at which to shoot first.

To help make a higher speed seem possible of achievement, a student who writes more rapidly than the others may take a demonstration dictation. Someone should be selected who writes easily and fluently. The class will notice (or be asked to) that her hand is not moving much faster than theirs at a slower speed, that writing at a more rapid rate does not necessarily mean that the hand must fly across the paper, but rather that there is less hesitation. Through this demonstration the students may be helped to feel that the speed toward which they are working, while not to be reached by any overnight Jack-and-the-beanstalk climbing, is not impossible after all.

The motivation program of making the students aim-conscious—of inspiring individual aims, class aims, aims close enough that they may be reached and then immediately supplanted with others, aims for the day, the week, the year—cannot help but result in greater achievement.

A Message for Your Bulletin Board

Do You Want To Be a First-Class Worker?

Do you want a promotion? Sure you do—because you know there isn't room in this company for second-raters. How do you get to be first-class?

Here's How:

Find out what goes on and where in every branch of the business.

Know the full names, room numbers, telephone numbers of the executives of the company.

Come to work on time, start your work on time, finish it on time.

Look after the equipment and material you handle.

Stick to the job till it is done, and watch it every step of the way.

Be sure you understand the work you are doing—if not, ask questions.

Report anything that goes wrong with the job whenever you find it.

If it is part of your job to make an important delivery, be sure to handle the material carefully and get a signed receipt.

If you are asked to pick up a job, be sure you know what you are going after, where to get it, and what to do with it.

Take the shortest routes coming and going, and duck loiterers.

Keep in mind that delays are costly to the company—and that time lost is lost for ever!

If you handle confidential material, remember your responsibility and take no chances with persons not authorized to handle it.

Be proud of your job and your company.

Now . . . read it again! And then put it into practice.¹

¹ Adapted from a U. S. Government Bulletin to Civil Service employees.

U. S. Government Publications Of Interest to Business Teachers

Compiled by

CLYDE W. HUMPHREY

Special Agent for Research in Business Education
U. S. Office of Education, Washington, D. C.

Items marked with one asterisk may be obtained without charge, as long as the free supply lasts, by writing to the Business Education Service, U. S. Office of Education, Washington, D. C.; those marked with two asterisks may be obtained without charge, as long as the free supply lasts, by writing directly to the agency issuing them. All others are obtainable only by purchase from the Superintendent of Documents, Government Printing Office, Washington, D. C. Lists of other selected publications, classified according to specific phases and subject-matter areas of business education, are available free upon request from the Business Education Service, U. S. Office of Education, Washington, D. C.

Aids to Correct Typewriting Position and Technique.

U. S. Department of Agriculture, Office of Personnel, Division of Training, 1943. 2 pp. Free.*

Better Utilization of Stenographers and Typists—A Handbook for Supervisors. U. S. Civil Service Commission, Federal Work Improvement Program, Examining and Personnel Utilization Division. Superintendent of Documents, Government Printing Office, 1944. 12 pp. 5 cents.

Co-operative Part-Time Retail Training Programs. U. S. Office of Education, Vocational Division, Business Education Service. Superintendent of Documents, Government Printing Office, 1939. 96 pp. 15 cents.*

Delivery Pooling for Retail Stores. U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1944. 60 pp. Free.**

Distributive Education—Organization and Administration. U. S. Office of Education, Vocational Division, Business Education Service. Superintendent of Documents, Government Printing Office, 1940. 50 pp. 10 cents.*

Duties of Secretaries to Executives in the Federal Service. U. S. Civil Service Commission, Federal Work Improvement Program, Examining and Personnel Utilization Division, 1943. 12 pp. Free.**

Easier Typing. U. S. Department of Agriculture, Office of Personnel, Division of Training, Superintendent of Documents, Government Printing Office, 1943. 20 pp. 5 cents.

Films on Stenography, Typing, and Letter Writing. U. S. Civil Service Commission, Federal Work Improvement Program, Examining and Personnel Utilization Division, 1943. 3 pp. Free.**

How to Do More Work Easier. U. S. Department of Agriculture, Office of Personnel, Division of Training, 1943. 10 pp. Free.*

Know Your Money. U. S. Secret Service, Treasury Department. Superintendent of Documents, Gov-

ernment Printing Office, 1943. 32 pp. (May be used with or without training film by the same title.) 10 cents.**

Know Your Typewriter. Federal Security Agency, Division of Personnel Supervision and Management. Superintendent of Documents, Government Printing Office, 1943. 36 pp. (May be used with or without training film by the same title.) 5 cents.

More Learning in Less Time. (Reprint of the official U. S. Navy Training Aids Manual.) Chicago, Illinois, Business Screen Magazine, 1944. 34 pp. Free.*

Organization, Supervision, and Teaching of Business Education. U. S. Office of Education, Vocational Division, Business Education Service. (In preparation; probably available about April 15, 1945.)*

Outline of a Refresher Training Course in Shorthand. U. S. Civil Service Commission, Federal Work Improvement Program, Examining and Personnel Utilization Division, 1944. 31 pp. Free.**

Outline of a Refresher Training Course in Typewriting. U. S. Civil Service Commission, Federal Work Improvement Program, Examining and Personnel Utilization Division, 1944. 24 pp. Free.**

Practice Manual for Typists in Government Agencies. U. S. Civil Service Commission, Federal Work Improvement Program, Examining and Personnel Utilization Division, Superintendent of Documents, Government Printing Office, 1944. 24 pp. 15 cents.

Progressive Indexing and Filing for U. S. Government Offices. Buffalo, N. Y.; American Institute of Filing, 1943. 66 pp. Free.**

Selling Home Furnishings. U. S. Office of Education, Vocational Division, Business Education Service. Superintendent of Documents, Government Printing Office, 1941. 275 pp. (Of interest primarily to teachers of adult extension classes.) 45 cents.*

Selling Meat. U. S. Office of Education, Vocational Division, Business Education Service, 1941. 122 pp. (Of interest primarily to teachers of adult extension classes.) Free.*

Small Business—A National Asset. U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1943. 36 pp. Free.**

Small Store Mortality. U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1943. 44 pp. Free.**

Suggested Outline for Study of the Distributive Phases of Retail Drug Store Operation. U. S. Office of Education, Vocational Division, Business Education Service, 1941. 40 pp. (Of interest primarily to teachers of adult extension classes.) Free.*

Suggested Research Topics in the Fields of Business and Economics. U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1942. 74 pp. Free.**

Survey of Business Research Projects at Universities. U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1942. 188 pp. Free.**

Telephone Manners. U. S. Department of Agriculture, Office of Personnel, Division of Training, 1941. 16 pp. Free.*

Telephoning for Uncle Sam. Washington, D. C.: The Chesapeake and Potomac Telephone Company, 1944. 18 pp. Free.*

Training Restaurant Sales Personnel. U. S. Office of Education, Vocational Division, Business Education Service. Superintendent of Documents, Government Printing Office, 1942. 274 pp. (Of interest primarily to teachers of adult extension classes.) 35 cents.*

Writing Effective USDA Letters, Parts I-V. U. S. Department of Agriculture, Office of Personnel, Division of Training, 1941. Free.*

Writing Effective USDA Reports. U. S. Department of Agriculture, Office of Personnel, Division of Training, 1941. 10 pp. Free.*

A Number System—1700 B.C.

C. W. WOODWARD, president of the College of Commerce, Burlington, Iowa, has written an interesting description of the origin and development of number systems. His article is running serially in *The Compass*. The first installment appeared in the May 15 number. Here is an excerpt from the first installment:

"The earliest number systems of which we have a record comes from the Egyptians. A manuscript written by Ahmes, about 1700 B.C. bore the title of 'Directions for Obtaining the Knowledge of All Dark Things' and began with common fractions.

"The Egyptians treated fractions with a numerator of one. The numerator was constant, while the denominator varied. The denominator was written and a dot or other symbol placed over it to indicate the constant numerator of one. Thus, using our number system to illustrate, $2/9$ would have been written $1/6 \ 1/18$.

"Characters were used for the number system as follows: *One*, a vertical staff; *ten*, a horse-shoe; *ten thousand*, a pointing finger; *one hundred thousand*, a bird; and *one million*, a man in the attitude of astonishment."

The character representing one million would be slightly out of date if used as this time in connection with government finance.

A New Use for School Walls

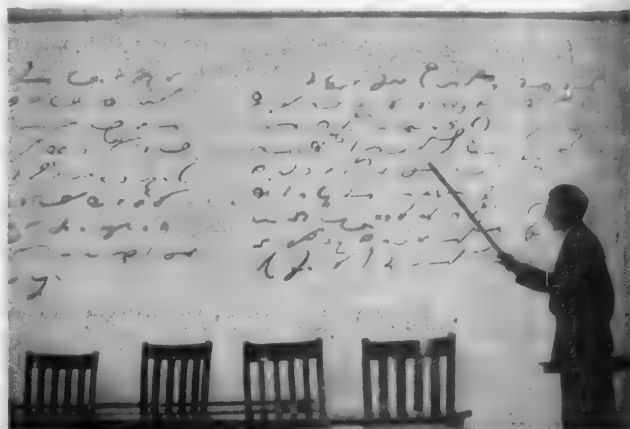
WHAT DO YOU DO with the blank walls of your school room? Look at the picture and you'll see a novel use made of school room walls by C. D. Bowers in his private school in New York. Each wall is covered with shorthand symbols, the material being taken, with permission, from the Gregg Speed Dictation phonograph records.

How was it done? The walls were first whitewashed; and when they were dry, the outlines were written in pencil. Then, in order to make them heavy enough to be seen at the back of the room, they were traced with a brush and black paint.

Each wall is approximately 24 by 10 feet, and there are three columns of shorthand on each, providing daily repetition practice material.

Here's another idea from the same source. Instead of using blackboards, use large pads of paper placed on an easel. Write the shorthand outlines that are to be taught during that period on this pad—before the class assembles. As the work progresses tear off the sheets. It is Mr. Bowers' belief that time is wasted if the teacher writes on the board while the students wait.—

A. A. B.



Touch-Typing, Blitzed

JEROME LITTMANN

THROUGH these portals," a sign over Earl Carroll's stage-door entrance used to proclaim, "pass the most beautiful girls in the world."

The battered screen door to my little gray schoolhouse might boast, "Through this door have passed every race and human color in the world."

My *escuelita* is on Aruba, a Caribbean coral rock about the size of Staten Island, New York. A vast refinery there is an insatiable maw for the clerical workers trained under me. Since 1938 a parti-colored stream of humanity has swirled about my twenty typewriters. For six years I have listened to that stream babbling in Chinese and Dutch, in Hindustani and Spanish, in Portuguese and French, in Taki-Taki and Papiamento. And West Indian English.

Behind the four typewriters in the first row have sat, side by side, Wong-A-Soy, Ramphal, Van Deutekom, and Zambrano. Edward Wong-A-Soy had a Chinese father and a Negro mother; Dhanraj Ramphal was a Hindu; Nelly Van Deutekom had clattered her wooden shoes over the cobbles of Rotterdam; Rafael Zambrano was a *colombiano*.

The casters under the next four chairs have swiveled under the weights of a Tromp, a Hassell, a DaSilva, and a Daisley. Tromp was from Playa, Bon Aire—one of the islands in the Caracao group; Hassell was from Hell's Gate on Saba (Napoleon's Cocked Hat), the extinct volcano crater in the Leeward Islands; Mrs. DaSilva was from Demerara, British Guiana; Daisley was from St. Lucia, the gorgeous tropical isle in the Windward chain.

The next four tables have

felt the pensive elbows of Dunlap, Drummond, DeVries, and—spoiling the alliteration—Johnson. Dunlap had attended Princeton University; Drummond was a London cockney; Mrs. DeVries hailed from Paramaribo, Surinam; and Johnson first said "mama" in Swedish and in Stockholm.

D'Aguiar, Zapata, Burton, and Fischer learned their ASDF's on the last row of typewriters. D'Aguiar was a Portuguese; Zapata was a Puerto Rican buck private; Burton was a third-class storekeeper, U.S.N., from the Ozarks; and Corporal Fischer used to go home on the Bronx Express.

My pupils have run the gamut of educational ages from fourteen to forty-eight. Shy little Tomás Solognier, 16, used to peep furtively at Maria Croes, 14, over the shoulder of Mrs. DaSilva, 38, the mother of five children.

This goulash of students must suggest a frenzied teacher—tousled hair, worried eyes, raspy throat—shouting polyglot explanations before the class, dashing off pasigraphic diagrams on the blackboard, gesticulating wildly. The class, too, conjures up a picture. One can visualize the *venezolano* who understands a



The author in his typewriting classroom.

JEROME LITTMANN has been in Aruba for six years. He attended New York University and New Jersey State Teachers College and for several years was secretary to a U. S. Steel Corporation executive. He went to sea when a youngster and has since circumnavigated the globe once, crossed the equator four times. Mr. Littmann's Aruban furloughs have taken him as far north as Lake Louise and as far south as Rio de Janeiro.

little English clearing up the lesson for the *curazoleño* next to him who speaks only Papiamentu. One can see the teacher leading Netherlands Nelly to Dutch Guiana Tjin-Kon-Fat to get her to explain "margin release" in *Hollandsch*.

And one can fancy the teacher at the end of that sort of day tottering home, supping on twenty Vita-Zip-Pep capsules, pulling the covers over his limp body, and praying for merciful unconsciousness until seven the next morning.

But it's not like that. Or, as the Savoyards say, "hardly ever." The first year was a bit, shall we say, empiric. The succeeding half decade has seen this turbulent stream of humanity erode and eat down into all my teacher's manual mandates, all my author's guide suggestions, all my pedagogical psychology *musts*. The stream is free-flowing now: swift, direct—riverbed rocks smoothed over, jutting curves worn away.

Verbal explanations—oral and written—were washed away almost immediately. Whether it was bookkeeping or slide rule, typing or filing, I soon learned that talking about it only made them itchy. They had to be shown: first, hastily by me, and then by their own personal essays. I say *hastily* by me, because I found that when I performed for over three minutes, the international chattering started and the room ricocheted the same echoes as the League of Nations' assembly hall in plenary session.

They had to learn by supervised doing. I stopped buying throat lozenges and got a corner on Aruba's supply of arch supporters. One correcting gesture, I discovered, was worth a thousand explanatory words. "Let 'em blunder at first," I told me, "but keep up the classroom hike to nowhere and the watching and correcting vigil."

My three-week Blitz Typing (fifteen 1-hour classes) is one of the developments of this philosophy. Intended for those students who

will go into clerical work but will be expected to do little more than occasional copy typing, this course capitalizes (1) the student's sense of rhythm evoked by the Rational Rhythm Records and (2) the material and suggestions in a standard typing text, *The Gregg New Letter*, Nelson's *Artyping*, Kimball Contest Copy, and a book on tabulation technique.

The essential idea is this: by typing a three-letter word, over and over again, across the page, *to music*, the reflex pattern for those three letters is firmly implanted. Wherever possible, only one letter is then changed in that word, and the students type a whole line of the new word, still to music.

With practically no verbal explanations and a minimum of demonstrations, the keyboard (excepting the top row) is taught and learned in a week. On the sixth day of instruction, the students take a 5-minute typing test taken from Kimball Contest Copy. The tests are given every day thereafter. The daily test scores are posted, and the novel type of copy material presented supply the motivation from then on.

This copy work allows for the limited instruction time of only 15 hours. Obstacles encountered in typing from a printed page are obviated by having the material duplicated in exact, line-for-line copying by the student. The various forms are thus absorbed with hardly a word of instruction beyond "Copy this!"

Toward the end of the third week, after fourteen hours of instruction, past classes have attained an average of 18 words a minute (computed by the international rules) with an average of less than two errors committed on the 5-minute tests; they can center; they can set their side, top, and bottom margins for copy work; they can arrange 100, 200, and 300 word letters and the envelopes around them; they can do simple column tabulation and they think typing is just the darnedest fun.

But long before this, the instructor is convinced that the teaching of typing is more fun than trying than the cross-country bunion derby. Cash & Carry Pyle used to think up back in the 1920's. For while the students are concentrating their fingers on the trampling of "Toreador," the teacher is tramping in earnest, poking a wrist here, straightening a back there, taming wild fingers somewhere else. "Walk, rather than talk," is the maxim.

Going from one fumbling individual

another with prods and examples is effective: gets the class as far figuratively as it piles up mileage literally for the peripatetic pedagogue. Aristotle originated that school of teaching, you know. Less classically speaking, it's a matter of preferring fallen arches to a sore throat.

"Touch-Typing, Blitzed," was once given as an evening course to a group of Puerto Rican soldiers. It was my first opportunity to address a roomful of individuals all speaking the same native tongue. Accordingly, the brief oral instruction introducing each lesson was given in Spanish. On the bar graph of typing scores, "strokes" became *golpes*; the 10-word "penalty," a *multa*; and WPM, *palabras por minuto*. "Accuracy typing" latinized into *mecanografía exacta*.

From the stream of students swirling through my teaching years, these *puertorriqueños* tossed up the one incident that just won't be forgotten:

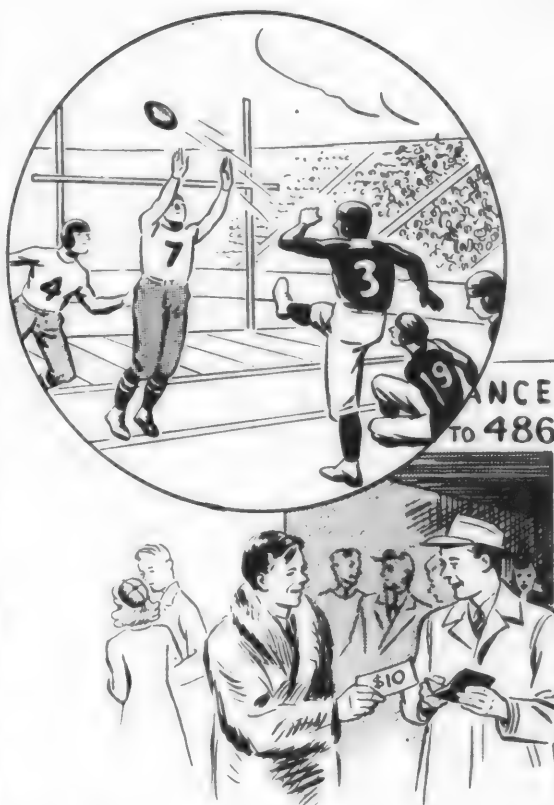
During the day, I used to keep a caged bird in the window of my *escuelita*. The bird, a gift from a former student who brought it off a Spanish ship from the Canary Islands, was placed every evening inside the room to avoid the nocturnal trade winds. Frisking on the desk, the twittering bird was quite conspicuous to my Puerto Rican blitz-typists.

A staff sergeant in the class had spent several years in the States, where he had acquired a Flatbush accent and a familiarity with North American culture. He knew well the garish scene that is Coney Island in August—

Hot dogs with pickle relish, frozen custard, fried potato cakes—all vended vociferously to the strolling mob. And in the midst of the festivities, a boardwalk quoit concession. "Hit three stakes and win a Kewpie doll! Heah come here!" Displayed eye-catchingly behind the Barker: a line of dimpled Kewpies, rhinestone bead-dresses glittering in the mid-summer sun from sarongs fluttering in the boardwalk breezes.

The staff sergeant looked at my motivation to do with the typing scores vying with one another down the list of names; he looked at the cavorting bird in the cheap, gilt cage; he looked at me, *un yanqui*.

His eyes lit up understandingly. He called me from behind his typewriter, "The winnah is the boid, huh?"



A wager is being paid because the wrong team won. Would the law enforce payment of a check or a note that had been given in payment of the gambling debt?*

MEMBERS of Alpha Iota, national honorary business sorority, are contributing zealously to the war effort, according to the many chapter reports in the *Alpha Iota Note Book*. Most chapters sell war bonds and work with the Red Cross and the U.S.O. Some co-operate with hospitals in doing stenographic work as well as regular hospital chores.

The organization's War Service Fund for the American Red Cross has already passed the amount contributed last year, which was used to purchase and equip a mobile canteen. Canadian chapters are raising a fund to endow a bed at a military hospital in England.

Alpha Iota members contributed an average of 9,788 hours per month to war service in the six months ending May 1.

*No. Wagering contracts, offering mutual chances of gain and loss, have been declared illegal and void in most states; and checks, promissory notes, or other documents given in connection therewith have also been declared void.—R. Robert Rosenberg.

So You're Going to Be A Navy Stenographer

Lt. J. K. STONER, U.S.N.R.

Bureau of Aeronautics, Navy Department, Washington, D. C.

WORKING for the Navy as a civilian typist or stenographer is quite different from working for a private concern. The present wartime Navy is a large organization and is governed by rigid rules and regulations. The new employee, even though an experienced stenographer, has to become familiar with this new organization and its way of getting things done. Some of the rules for letter writing may seem to be contrary to the generally accepted practice, but in the Navy things must be done the "Navy way," which has proved through the years to be adequate.

There are excellent textbooks, workbooks, and pamphlets describing and illustrating all the styles and forms used in Navy correspondence. The beginner will find that these are most helpful but there will be some things that just have to be learned the hard way. This discussion is not an attempt to teach all the Navy rules and regulations for letter writing in one easy lesson, but is an effort to give the new worker an overall picture of the Navy setup and offer a few suggestions and illustrations which should greatly speed up the adjustment period for the stenographer.

It is necessary to have a general understanding of the mailing system in order to understand how correspondence is routed from the mail room to the Bureau concerned and on down to the Section or Unit that can take the necessary action called for in the letter. Most mail coming into the Navy Department is designated for the Secretary's Office, Naval Operations, special Navy activities, or one of the seven Bureaus. The Marines are a part

of the Navy, so all correspondence directed to them comes into the Navy Department. In peacetime the Coast Guard is under the jurisdiction of the Treasury Department, but in wartime it is part of the Navy; thus some Coast Guard correspondence is directed to the Navy Department. The names of these activities with their accepted abbreviations should be learned and become a part of the stenographer's working background.

Secretary of the Navy	SecNav
Commander in Chief, U. S. Fleet	CominCh
Chief of Naval Operations	CNO
Deputy Chief of Naval Operations	
(Air)	DCNO (Air)
President, Board of Inspection	
and Survey	Pres., Bd. of Insp. & Survey
Hydrographer	Hydrographer
Director of Naval Communications	DNC
Director of Naval Intelligence	DNI
Superintendent, U. S. Naval Observatory	Supt NavOb
Chief, Bureau of Aeronautics	Chief, BuAer
Chief, Bureau of Medicine & Surgery	Chief, BuMed
Chief of Navy Personnel	Chief, BuPers
Chief, Bureau of Ordnance	Chief, BuOrd
Chief, Bureau of Ships	Chief, BuShips
Chief, Bureau of Supplies & Accounts	Chief, BuSands
Chief, Bureau of Yards & Docks	Chief, BuDocks
Commandant, U. S. Coast Guard	Comdt USCG
Commandant, Marine Corps	
Headquarters	Comdt USMC
Judge Advocate General	JAG

Each bureau maintains a mail room where all incoming mail is dated and numbered and checked for enclosures. Since most mail is not addressed to any one individual by name, the mail room will have to determine to what Division, Branch, Section, and Unit the correspondence should be routed. Take, for example, a letter addressed to the Bureau of

Note—The opinions or assertions contained in this article are the private ones of the writer and are not to be construed as official or reflecting the views of the Navy Department or the Naval Service at large.

Aeronautics in which the Commandant of the Fourth Naval District requested a copy of the 1 January, 1944, Naval Aviation Shore Facilities Report. Since this report is prepared by the Reports and Progress Unit of the Air Stations Section, the request would have to be routed through the Maintenance Division to the Shore Establishments Branch in which Air Stations is a Section. The Unit that prepared this study would answer the letter and forward the requested report.

The stenographer will have little to do with incoming correspondence unless she is assigned to a mail room, but she will have to address outgoing mail to various Naval activities and attach a routing sheet to the letters.

All correspondence originated by the Navy will be either nonclassified or classified. If the latter, it may be Restricted, Confidential, or Secret. All stenographers are not permitted to handle Confidential or Secret material but, in any case, great care must be taken in handling classified mail so that none of the security regulations will be broken.

Careless conversation is one of the greatest menaces to security. Naval information imparted in conversation to unauthorized persons, particularly those outside the Naval service, may be repeated innocently and in ignorance of its possible importance until it becomes common knowledge.

Security regulations require that all classified material that is to be destroyed must be torn and placed in the "burn basket." Security regulations also require that all classified material must be kept under lock and key when not in actual use. The stenographer soon learns that the Security Officers make a thorough check to see that these regulations are enforced.

The alert stenographer will keep an accurate and up-to-date record of the names and telephone extensions of those civilians and officers whom she must contact from time to time. In tracking down letters, the stenographer will have occasion to call the mail room, general files, confidential files, and secret files. For her regular routine work, she may have to call administration service, stock room, typing pool, duplicating room, blueprint room, officer's orders, and messenger pool. The typing pool is an organized group of typists who do extra typing jobs for those offices whose stenographers are already over-

loaded with work. The messenger pool will furnish people to take special or urgent correspondence to the mail room or other offices and do other jobs requiring messenger service.

As a civilian employee, the stenographer is not a member of the armed forces, but she is expected to show respect and recognize authority and rank. The smart stenographer will learn her military insignia and order of precedence for the Navy, Coast Guard, and Marines. She should be able to distinguish between Navy line officers and staff officers and be able to recognize everybody from the apprentice seaman or private to the admiral or general. The stenographer may even be assigned to work with WAVE or SPAR officers, Navy nurses, or an officer of the Marine Corps Women's Reserve. These women hold official rank corresponding to the male officers and should be treated with the same respect.

All Navy employees should know how to tell time by the Navy system, because all time will be shown this way in all announcements and correspondence. All Navy time is shown in four digits. A sample is given below.

<i>Conventional Time</i>	<i>Army-Navy Time</i>
12:01 a.m.	0001
6:00 a.m.	0600
9:40 a.m.	0940
11:59 a.m.	1159
12:00 noon	1200
1:30 p.m.	1330
4:50 p.m.	1650
10:22 p.m.	2222
12:00 midnight	2400

All figures having zeros are shown on dispatches with a diagonal through the zero; thus midnight would be shown as 2400.

Since the stenographer will handle correspondence dealing with field activities as well as the previously mentioned departmental activities, it would be well for her to study some of these so that she will have a better understanding of the scope of her work. Below is a list of some of the activities and their accepted abbreviations.

Air Centers	Comdt NavAirCen
Air Stations	CO NAS
Air Technical Training Centers	CO NATechTraCen
Ammunition Depots	CO NAD
Districts	ComOne Boston
Fleet Post Offices	OinC FPO
Laboratories	Director NavResLab
Marine Barracks	CO MarBaks

Operating Bases Comdt NOB
 Receiving Stations CO RecSta
 Section Bases CO NavSectBase
 Submarine and Destroyer Bases .. CO SuBase
 Training Stations CO NavTraSta
 Yards Comdt NY

The United States and island possessions are divided into Naval Districts. Each district is commanded by a designated commandant who is the direct representative of the Navy Department. It is recommended that the stenographer learn the Naval Districts and headquarters of each. These districts cover numerous states or territories and can best be identified from a map which outlines the districts.

First Naval District Boston, Mass.
 Third Naval District New York, N. Y.
 Fourth Naval District Philadelphia, Pa.
 Fifth Naval District Hampton Roads, Va.
 Potomac River Command Washington, D. C.
 Severn River Naval Command .. Annapolis, Md.
 Sixth Naval District Charleston, S. C.

Seventh Naval District Miami, Fla.
 Eighth Naval District New Orleans, La.
 Ninth Naval District Great Lakes, Ill.
 Tenth Naval District San Juan, P. R.
 Eleventh Naval District San Diego, Calif.
 Twelfth Naval District San Francisco, Calif.
 Thirteenth Naval District Seattle, Wash.
 Fourteenth Naval District Pearl Harbor, T. H.
 Fifteenth Naval District Balboa, C. Z.
 Seventeenth Naval District Kodiak, Alaska

There is no Second Naval District, and the Sixteenth Naval District was in the Philippines.

Different types of letterheads and forms are provided for various types of correspondence. The standard Navy letter paper is 8" by 10½" and is punched at the top so that it can be clipped into a binder. Practically all Navy correspondence is clipped into folders or binders in chronological order. These folders are provided with a metal clip or binder so that the letters will be held in place regardless of the number.

[To be continued]

We Now Have Something You've Been Wanting

Durable, Transparent Covers Custom Made for the B.E.W.

You have been looking for a transparent protective cover for your copy of the **BUSINESS EDUCATION WORLD**. You need look no farther.

We have had a cellulose acetate (non-inflammable celluloid) cover, with leatherette binding and metal corners, made especially for you. This cover is now available at 50 cents net postpaid. (Please enclose remittance with order.)

THE BUSINESS EDUCATION WORLD
 270 Madison Avenue
 New York 16, N. Y.

Please send me

.... covers @ 50c each. Remittance enclosed \$.....

Name
 Street
 City State

The Three Most Important Words in Advertising

THE three most important words in advertising are Experience, Promise and Inspiration.

They are not words, let me hasten to add, that have any magic for the reader. They are words for writers, words that help a creative man guess right as to which approach will win sympathetic attention from the greatest number of prospects. They are words to remember the moment your pencil leaves the pad. Words to think of as you read to yourself the headline you have just written. Words to put under the glass top of your desk, to paste in your hat or do whatever it is one does with words to be constantly kept in mind.

For those three words—Experience, Promise and Inspiration—apparently represent the chief characteristics of effective copy. When, from hundreds of tests, you place side by side the ads which ranged at the top and bottom in each case, you note that most of the approaches that clicked with prospects were along one of three lines: (1) they referred to the reader's own experience; (2) they made him an attractive promise, or (3) they inspired him toward some goal, the achievement of which could be gained by means of the goods featured.—*Sydney H. Giellerup, Advertising and Selling.*

—◆—
 "HE can compress the most words into the smallest ideas of any man I ever met."—*Abraham Lincoln.*

Business Magazines as Teaching Aids

OLGA ALBER

Rosedale High School, Kansas City, Kansas

I WONDER if we commercial teachers realize how much is being done for us through our business magazines to make our work interesting and keep it up to date. I doubt whether any other department in high school has access to the free aids and helpful material made available to us by the various typewriter and office-machines companies and our own magazines.

The system of awards alone has done more as a medium of advertising for our department than all the sales talks teachers can muster. High school students will work twice as hard to reach a standard if they receive a pin, and they soon pass the word along to fellow students. Now that the typewriter companies are no longer offering awards, we turn more and more to our commercial magazines and our own devices.

More important to the instructor, however, are the helpful articles and suggestions from other teachers brought to us each month to keep our teaching alive and interesting. Children like surprises and a variation in class room procedure. I cannot emphasize too strongly the valuable help I have received from this source.

To prove my point, I checked through this year's issue of one of four business magazines, *THE BUSINESS EDUCATION WORLD*, from October through April and noted the following suggestions from other teachers that I have used in my teaching, with a positive response from the pupils.

1. The Transcription Tests and practice materials need no further comment, for they speak for themselves.
2. "Ten Commandments for Teachers of Transcription," by Wallace Renshaw, October, 1943. I found that I was doing what Mr. Renshaw suggested, but it gave me assurance to know that some other teacher had the same ideas.
3. "Conservation Suggestions," by Dr. Earl P. Strong, October, 1943. And how we need

to conserve paper in the Commercial Department!

4. Mrs. Jane H. O'Neill's idea of brief form charts (November, 1943) will be put into use next year. I am working on them now.

5. "A Christmas Holiday Suggestion," by Mary A. Almeter, December, 1943. I addressed Christmas cards to each student in my advanced shorthand class with a personal message and a Christmas poem written in shorthand on the inside. Each girl read her message and poem to the class. The girls thought this a very nice Christmas suggestion. I mentioned the idea to one of the English teachers, who liked it so well that she did the same thing with quotations from one of the authors her senior English class was studying.

6. "Shorthand Crossword Puzzle" by Ruth Smith, January, 1944. I gave this as an exercise.

7. "The Commandos Strike at Keys," by Glenn W. Dodds, March, 1944. This article gave me the best bit of motivation I have had for some time in my beginning typing classes.

One of my boys, a very fine art student, made a large chart. He used a black background, heading it "Typing Commandos," and filled in the lettering with gold paint. Along the left side he drew in and painted the insignia of the Army from private to major, and below each he indicated the words per minute required for that grade or rank, as follows:

Private, 15; private first class, 20; corporal, 25; sergeant, 30; second lieutenant, 35; first lieutenant, 40; captain, 45; major, 50. The goal for the year is 50 words a minute.

The chart is divided across the top into columns according to rank. I bring it up to date every week by typing the names on narrow strips of paper and pinning these lists in their proper places under the rank designations. I require a student to make a rank at least three times before he is promoted. On Monday mornings, the chart proves the favorite gathering place of the students, who look to see who has advanced.

Our typing department makes a small profit on the sale of typing paper, so I used this money for the purchase of pins.

As soon as a student is promoted to a higher rank, he turns in the pin for the lower rank in order to have enough pins to go around. At the end of the year, the last pin earned is retained by the student.

8. "Summer Weeding," by Marjorie Hunsinger, April, 1944. I dictated this article to my shorthand class because I thought these helpful suggestions were good reminders to leave with the students now that they are ready to take over office jobs.

These are just a few of the many articles I have used to good advantage. Those on general business topics I have assigned for discussion in my commercial club. Very few are passed by without a second reading. If you feel a bit discouraged with results in your teaching, get out your issues for the year and see what other teachers of business subjects are doing, thinking, and putting into practice for the good of business training.

A Plan for Postwar Education

MAXINE WISEMAN

High School, Mt. Vernon, South Dakota

This paper won second place in the Wartime Wisdom contest recently sponsored by the Business Education World.

On December 7, 1941, this nation was forced on to an "obstacle course" the like of which it had never before encountered. Now, after more than two years of war, we look back at those obstacles and marvel at what has been accomplished. For the time being, we have discarded the easy life and have toughened ourselves, at least for the duration.

It is in that phrase, "for the duration," that the danger lies. Are we going to let the softening-up process begin again as soon as the Armistice is signed? Are we going back to our fetish: "Junior isn't going to have it as hard as we did"?

Let us hope that we have learned the lesson that worth-while character traits are built by surmounting obstacles. In his book, *Disputed Passage*, Lloyd Douglas illustrates how greatness of character is achieved by overcoming difficult passages—not by having the way smoothed.

This war has emphasized the fact that people will not tackle the difficult path unless forced to do so—unless it has become their habit. Our peacetime practice of letting the individual get by with the minimum of effort did not teach him to assume responsibility. Our enemies, observing this trait, considered us weak.

If we are to profit by this lesson, three groups must take the responsibility of keeping worthwhile obstacles before the younger generation—parents, teachers, and those educators who plan the course of study.

Every parent should familiarize himself with the course of study taught in the school, honestly evaluate the mentality of his child, and then make sure he chooses the subject matter that will train his mind instead of taking the "easy stuff," so there will be time to play basketball, play in the band, and wander all over town in the evening because he hasn't anything to do.

Teachers, myself included, must stand firm on their scholastic standards. Let your students know what you expect from them and see to it that they conform. Don't set your standard to the lowest mentality of your classes. Set an above-average course. Tighten up on discipline and don't let so much "slip by."

As a teacher, I would suggest to the educators who set our course of study that they take a good look at the forest instead of the trees. Quit fooling around with educational fads. Put on the required list again such mind-training subjects as algebra, a foreign language, geometry, and a really worth-while science for those who have the mentality to learn them. For pupils in the lower group, special public schools will have to be set up.

Get your youth accustomed to finding obstacles in his path and to overcoming them rather than going around them. Then we will have a stronger independent citizen—one who realizes his responsibilities and does something about them.

ACCOUNTANCY As a Career Field" is the first of three guidance handbooks to be published by the National Council of Business Schools. The author is George A. Spaulding, C.P.A., vice-president of Bryant & Stratton Business Institute, Buffalo, New York, and second vice-president of the Council. Mr. Spaulding discusses the scope and opportunities for students of accountancy and the qualifications and preparation for a career in accountancy.

The handbook may be ordered from the Council address, 839 - 17th Street, N.W., Washington 6, D. C. The cost is 10 cents, net, prepaid.

THE recent death of ALBERT M. STONEHOUSE is mourned by his host of friends in the school field and by his associates at Royal Typewriter Company. He joined that company in 1915 as a sales representative. When he retired from active business in 1942, he was manager of the School Department.

Dear Fellow Shorthand Teachers

LOTTA S. PAGE

Quincy (Massachusetts) High School

DO Army nurses, the Wac, the Waves, and the Spars make you feel that you, too, would like a glamorous place in winning the peace? Does it seem that teaching school has become very tame?

Well, have you thought about teaching from this angle—our students, who master the valuable tools we can help them to own (shorthand, typewriting, and a thorough belief in our democracy), are the people who will be prepared to participate in the war effort, and, what is perhaps of more lasting importance, the post-war world. Therefore, must we not, as experienced teachers, redouble our previous efforts to teach skills, to understand our pupils as human beings, and to give them something stable to cling to in these restless days?

Have we analyzed our present discontent? Why does our position today seem less important than it did in the days before the world went topsy-turvy? Perhaps our work runs too smoothly and no longer offers the challenge we felt when we were tyros and each new day presented new problems to be solved; perhaps discipline problems haven't reared their ugly heads in many a day; perhaps we have become specialists in one or two subjects and no longer have to plan a three-ring circus to crowd in the five or ten subjects taught by many commercial teachers in small communities.

It is easy for an experienced shorthand teacher to become a picture of cool, impersonal efficiency. If you think of your pupils only in terms of how they measure up to certain standards and not how they measure up as boys and girls in a rapidly changing world, you are losing a splendid opportunity to be a teacher in the real sense of the word.

Boys and girls today face many problems and temptations that we did not have to cope with. They may choose between highly paid defense jobs with newsreel appeal or the more prosaic high school graduation. Many homes are no longer the bulwarks they were in peacetime; interest in long-term planning and sympathetic understanding have bowed to an urgent and present need to speed Victory.

While it is impossible for the teacher to take the place of the parent, we do know that those boys and girls who are doing well in their high school studies are not leaving before graduation to take jobs that may pay bountifully but offer little future to the boy or girl who leaves school without a diploma.

"Doing well" in school is often a matter of happy adjustment between pupil and teacher. Should not teachers, who feel that they have chosen a profession, put all the intelligence, enthusiasm, warmth of human feelings, and mastery of subject matter at the disposal of the boys and girls entrusted to them?

By this time you are probably saying, "Yes, but all this is very nebulous. How can I accomplish my work in shorthand and typewriting and take time for these excursions?"

Begin by reading "Do Your Students Use Shorthand Personally?" by Clyde I. Blanchard.¹ Mr. Blanchard suggests making outlines for many up-to-date words early in the study of shorthand. He suggests filling in longhand where it is impossible to write shorthand at the time.

Don't be afraid to laugh with your pupils. Why can't they learn vowel placement with proper nouns like Gracie Allen, Jack Benny, Fred Allen? The seniors enjoyed the disjointed prefix *super* by writing and chanting "Super Suds have Super Do."

We had been appalled by the number of people who do not know the first and last stanzas of the Star Spangled Banner, so after we finished Unit 9, we wrote out the words from memory. A little hum was audible as the words were made to fit into the bars of music; it was a revelation how sketchy our knowledge of these words was. There were surprisingly few places where it was necessary to write out words in longhand even after eight weeks of shorthand!

Remember that, as a teacher, you are selling our democracy, with its ideals, its traditions, and its aspirations. Build lessons around great people like Madame Curie, George Washing-

¹The Business Education World, September 1942, p. 22.

ton Carver, General MacArthur. Other lessons can be planned around the beauties of our country, our literature, and our institutions.

Encourage your classes from the first to take notes in their various academic subjects and on their outside interests. Don't stop after you have suggested this; follow it through by letting them show you what they are doing in English, history, and other subjects.

There is a strong bond established, too, between the student who has a chance to talk about his hobbies and the teacher who appreciates the student's superior knowledge and learns from him. Keep your intellectual curiosity alive and prove you are open to learning.

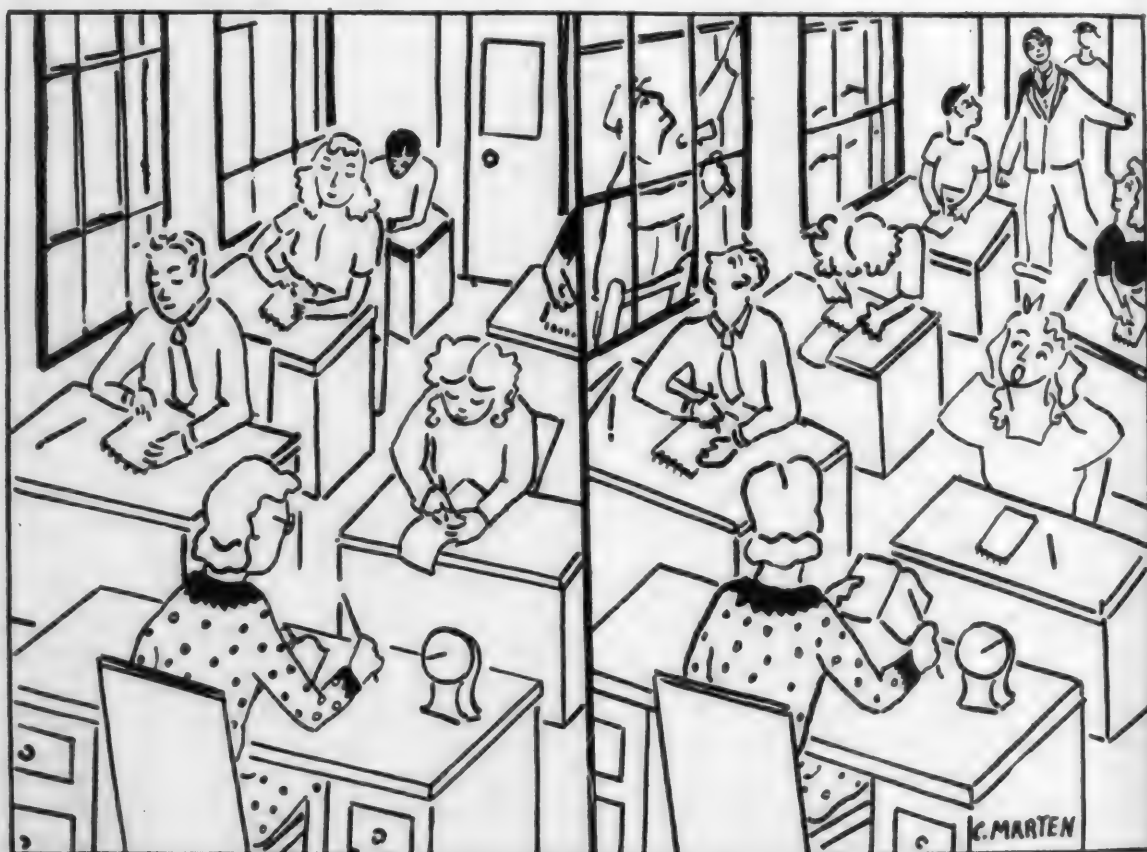
We, in the high school where I teach, are

indebted to the people who set up our commercial work so wisely. Each shorthand period is followed by a typewriting period, so that the teacher has her pupils twice daily. Another decided asset is the interest that other teachers take in the work done in the commercial classes. For example, when the history teacher found that we had written the Gettysburg Address in shorthand, she built a lesson in history around our work and at the same time requested us to do Lincoln's Second Inaugural Address.

I like Angelo Patri's message to teachers: "Know your subject. Keep studying it through the years. You are dealing with life, and life is never still. You will never know too much to teach children a little."

Oh, but that's different!

GIL KAHN



Why is your shorthand room as quiet as a tomb for days

BUT

the minute you start to dictate an official test there is a fire drill or some noisy interruption?

Tests in Typewriting

MATHILDE HARDAWAY, *Editor*

MEASUREMENT in typewriting has undergone marked changes in the past decade, and considerable progress has been made. The trend has been away from dependence on the "speed test" as the sole measure of student achievement and toward more comprehensive tests that measure performance on various types of personal and office typing jobs.

This wholesome tendency is bringing measurement in typewriting more into line with instructional objectives. The changed emphasis in testing is also exerting influence on course objectives to make them more functional. As long as we gave lip service to training students for office work (*a la* budgets only) and yet tested and graded and gave awards on some other basis, we could not make our announced objectives meaningful—and we wondered why!

Students will inevitably take as their *real* objectives the measures on which the rewards are based.

In passing it may be interesting to note that the almost universal acceptance of the "speed test" gave to testing practices in typewriting a certain uniformity and standardization, which were not enjoyed by other secondary school subjects. When objective testing was in its infancy in the high school, typewriting teachers had already achieved complete objectivity through the use of the International Typewriting Contest Rules. Typing teachers in any part of the country could arrive at the same score on a given examination paper.

"Speed tests" meant straight-copy tests under time. They were 15 minutes in length. Then, in less time than most changes in educational practice require, typing teachers throughout the nation reduced the time from 15 to 10 minutes. That the difficulty of the material varied greatly from test to test gave us little concern. At least, we were talking about the same thing, and we knew what we meant. Our terminology was crystallized.

It is not surprising, then, that it took a great amount of preaching and effort on the part of those who saw the incongruity between

stated course objectives and testing practices to make any inroads upon the firmly entrenched speed test. Even now it doubtless has not been dislodged from its position of pre-eminence as the *sole* measuring device in some classrooms.

Speed tests have their place in typing instruction, and it is difficult to envision a classroom where straight-copy tests under time, whether long or short, do not function as a learning device and, to some extent, as a measuring device. But modern classroom technique does not depend upon speed and accuracy on straight copy as the *ultimate* measure of achievement. Nor is there such slavish adherence to the artificial International Typewriting Contest Rules for scoring as there once was.

The time may not be very far away when *speed* in typing will come to mean rate on a designated type of production work. Already the term is losing some of its universally understood meaning, and confusion of terminology and of purpose exists at the moment. This situation should not be viewed with alarm, for any transition period is characterized by some confusion.

Some work has been done on the establishment of standards and rates of production in line with office requirements. The practical difficulties are evident, but it is believed that they can and will be resolved to the end that relative rates attainable on different kinds of typing jobs, and goals for each kind of job, may be established. Whether they should be uniform throughout the country is a much debated question. That progress is being made toward determining office standards suitable for school goals is evidenced by quotations in the Ninth Yearbook of the National Business Teachers Association, on pages 320-322.

The newer tests measure diversified typing jobs and are closer to office requirements than the older ones; some are partially standardized. The development of the National Clerical Ability Tests has exerted perhaps the greatest influence upon commercial vocational objectives. This program will be reviewed later.

Space limitations do not permit the review of all interesting and useful tests in typing. Selections have been made according to the following considerations: recency of publication, comprehensiveness, degree of standardization, and uniqueness of features. Some old tests are included because of their careful construction and special features that give them current value. The more comprehensive tests will be reviewed this month; and the more limited and specialized, next month.

Under "Validity" will be found most of the reviewer's comments about the value of the test for the classroom. Statistical validity is of minor concern for achievement tests; it has not been established for any of these instruments.

Students' Typing Tests

National Council for Business Education. Publisher: Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois.

These are the best known and most widely used tests in the typewriting classroom. Their development depicts the trends that have been noted in typewriting testing practice. Originally, each of the typewriter manufacturers furnished straight-copy test material free each month to the schools using its machines. Materials differed greatly as to difficulty of words, size of type, and length of line.

In 1935, the Typewriter Educational Research Bureau, supported by equal contributions from four typewriter manufacturers, was formed to carry on the testing service to schools. In 1937-38, for the first time, part of the series appeared as production tests, and teachers were invited to send in their scores to make possible the establishment of norms.

When the facilities of the typewriter companies were converted to war production, the National Council for Business Education took over the testing program. The service is now available to schools on an annual subscription basis. Certified Typist Certificates are issued in three grades: 30 to 39 words a minute, 40 to 49 words a minute, 50 or more words a minute provided the student is also at or above the 60th percentile on production tests. The 1943-44 series will be used in 1944-45, and certificates will again be available.

Description and Use. The eight monthly tests are constructed for second-year typing students. The tests for October, December, and February are copying tests with erasures and corrections. The other five tests are: November, letter test; January, tabulation; March, rough draft; April, manuscript; and May, comprehensive test. The three copying tests are so organized that they can be divided into six straight-copy tests for first-year students. For a more detailed description of purpose, content, and construction, see *The Journal of Business Education*, September, 1943, page 27.

Norms. Percentile norms are published monthly in *The Journal of Business Education* to coincide with the dates recommended for the tests to be given. They have been based on the previous year's scores of 500 second-year typing students in the third and fourth years of high school. The repetition of last year's series will make it possible to use scores on the identical tests for which the norms are published.

Reliability. Not established statistically. Stroke intensity and word length are as nearly equal as possible for comparable tests from year to year.

Validity. Recommendations of more than 10,000 teachers have been utilized in the test construction. "Careful attention has been paid to syllabic density, and the general typing difficulty used in well-managed business offices."

Available with Tests. Manual of Directions containing detailed instructions for administering, interpreting, and scoring the tests.

Typewriting Tests, Form A

Department of Business Education, Ball State Teachers College. Publisher: Division of Educational Reference, Purdue University, Lafayette, Indiana.

Description and Use. These tests are part of the State High School Testing Service for Indiana. They are designed to be used for five years, during which time local norms can be established. "These tests are consistent with any modern typing text which contains exercises in centering, spacing, tabulating, use of machine parts, and accepted practices in arrangement. Proofreading and correction of errors are emphasized. . . ."

The *First Semester* test (1942-43 Edition) contains a short theme, an outline, a bibliography, and a poem. The *Second and Fourth Semester* test (1940-41) is a rough-draft test containing quotations, tabulation, and footnotes. The *Third Semester* test (1943-44) is a manuscript test with footnotes. All tests are given under time—30 minutes for each. The keys are stroke counted, and the score is the net words on the over-all job. The directions are carefully worded.

Norms. Norms for the first semester, 1943-44, for the State of Indiana are available, and second-semester norms will be distributed soon. An outstanding feature is that norms are expressed in T-Scores, an easily used form of standard scores. Letter-grade equivalents are also given.

Reliability. Not established.

Validity. If the subject matter emphasized in a course is similar to that in the tests, they are good instruments. They are genuine, short production tests.

Available with Tests. Test Description Circular, Directions for Giving and Scoring, Scoring Key, Norms.

¹ All quotations in these reviews are taken from the teachers' handbooks, test catalogue, or related materials accompanying the tests.

Periphery Business Skills

THELMA M. POTTER

Teachers College, Columbia University

THE successful application of the skills of typewriting, shorthand, filing, and office-machine operation on the job depends in part upon the mastery of a number of little skills that surround the performance of each of these office activities.

For example, the production speed of a typist who is required to address envelopes is affected by the facility with which she can feed envelopes through the typewriter; the speed of a clerical worker listing checks on an adding machine is affected by the speed with which she can flip the checks with her left hand while she records amounts with her right hand.

Many such skills appear on the job. They have been labeled periphery skills, because they surround and affect the performance of the basic skills. The expert performance of these activities makes the difference between an amateur and a professional office worker.

Each month this column will describe a periphery skill that can be included in everyday teaching and will suggest classroom exercises for its development.

Flipping Cards

In both typewriting and adding-machine operation, the office worker is frequently called upon to turn cards, checks, or other individual slips of paper in connection with the operation of his machine. In typewriting, for example, a not uncommon assignment involves the typing of mailing lists from returned postal cards. In banks, many of the amounts entered on adding machines must be taken from checks, each one of which must be turned by hand. This modifies the basic machine skill by (1) adding an extra activity to one hand, and (2) by changing the nature of the copy to be read.

A supplementary typing activity to give practice in this modified skill may be carried out as follows.

1. Have the students prepare cards or uniform-sized slips of paper outside of class, writing names and addresses (taken from a telephone directory) on them in long-hand.

2. In class the next day, have the students exchange their cards so they will work with unfamiliar handwriting. Lay the cards on the right side of the machine at a slight angle. (If more convenient, they may be placed on the left side. The right is suggested here because the left hand returns the carriage on most machines, and while the carriage is being returned, the right hand can be turning the cards.)
3. Type the list on an 8½ x 11 sheet. Use the following technique in turning the cards:

Grasp the top of the card in the center with the thumb on the upper side of the card, and the first finger under the card.

Flip the card over with a quick wrist motion and lay it face down directly behind of the original pile. This keeps the cards in order.

The typewriting drill just described may be preceded by 1-minute timed practice in turning over the cards in the manner described, to improve finger dexterity skill. Such practice may be done with both the left and the right hands. If the cards are numbered, it will be possible to measure the speed of turning them over by keeping a record of the number of cards flipped in one minute.

This same card-flipping technique may be applied to work on the adding machine. Cards for this practice should have *amounts* written on them in longhand and should be placed on the *left* side of the machine. They should be flipped in the same manner, but with the left hand.

Enterprise

A STOREKEEPER HAD for some time displayed in his window a card inscribed, "Fishing Tickle."

A customer drew the proprietor's attention to the spelling. "Hasn't anyone told you of it before?" asked the patron.

"Oh, yes," said the dealer placidly, "many have mentioned it, but whenever they drop in to tell me, they always buy something."—*American Mutual Magazine*

Darn It! Here Comes a Customer

ROBERT E. BARRON

Russell Sage College, Troy, New York

TWENTY young ladies with money in their pocketbooks went shopping recently for things they needed and wanted to buy: dress goods, dresses, sweaters, smocks, hats, and lipstick. Fifteen out of the twenty reported that the salespeople who attempted to serve them were untrained to give adequate, courteous, and efficient service.

In seven cases out of twenty, salespeople were engaged in conversation with other salespeople and completed their conversation before attempting to assist in supplying their customers' wants. Their attitude, plainly evident to each waiting buyer, was, "Darn it! Here comes another customer."

Instead of courteous, well-informed service, seven out of twenty customers received greetings as follows:

"What is it *you* want?"

"Why don't you look at a size that will fit you? These are elevens." (Salesperson then resumes conversation with other unoccupied salesgirl.)

"Really, Miss, can't you see that I'm occupied?" (Salesperson returns to chat with other salesgirl.)

"You know what you want. Look around, and if you find something, let me know." (Resumes conversation with other salesgirl.)

"That's all we have; take your pick."

(After completing conversation while customer waits): "This place is getting so messy I'd like to quit."

From the customer's point of view, retail selling is about 25 per cent efficient.



"I'm sorry but I can't find one of our several downstairs in our stock, which is too busy to get them just now. You won't you?"

One salesperson could not finish her transaction by taking the customer's name on an envelope and suggesting the merchandise.

This one sampling was made several days ago in the New York communities. While it is common in all retail stores, it is indubitably substantiated by other recent surveys. Only one is attempting to serve customers with service in an altogether competent manner.

If retailing were not one of our largest ultimate marketing agencies which supply our entire population, this situation might be tolerable. One out of every five of our high school graduates is entering the field of retailing; but we, as business educators, are seventy-five² to render this semi-adequate training.

It seems to me that there are several factors which, if properly handled, will go far to help solve this problem.

1. The provisions of the General Education Board for the training and supervision to public secondary schools of students in selling and salesmanship, should be made more effective through the boards of education.

2. The funds made available under the Federal Government to aid in doing an acceptable job of training students in selling and salesmanship. This problem is not a remote one.

3. More short and intensive courses should be made available for high school students to fill in on a part-time basis in order to provide for courses of this type. By action of the boards of education in the communities under the direct supervision of the State Education Department. This includes teaching in the schools by trained and proved employees of retailing.

More boards of education should be created for the purpose of training. There is no evidence to support the belief that training is unnecessary for our retail stores and most of our population. The result of this error.

In fairness to previous training, retail salespeople are rendering creditable service. Five of the twenty customers substantiated this.

¹ *Successful Retail Salesmanship*, Oregon State Board of Education, Prentice Hall, Inc., 1942.

² Letter from Clinton A. Reed, Commissioner of the State Education Department, Albany, New York.

omer

our size in my floor stock. There are
which have just come in, but I'm
You'll be stopping in again soon,

her salesbook, but completed the
s name and address on a manila
ndise be sent C.O.D.

several prosperous up-state New
conclusive evidence of inefficiency
of a situation that has been sub-
Only one salesperson in four who
our retail stores is rendering that
and effective manner.¹

arger American occupations and the
plies needed goods and services to
might not be so serious as it is.
school population enters service in
ors, are training fewer than one in
adequately and efficiently.

eral forces which, when set in mo-
problem:

Deen Act, which grants Federal aid
schools that give courses in retail
e more widely accepted by local

der this act might be extended by
e private institutions that are now
g students for retail-store manage-
bility, however, is regarded as very

nsion courses in retail salesmanship
school students who are now trying
ail stores. George-Deen funds pro-
ty are now being offered in many
vision of local boards of education.
either by the co-ordinator or by ap-

ld encourage courses to give this
upport a long-held but ill-conceived
for success in retailing. Many of
population are suffering today as a

it should be mentioned that many
eous and efficient customer service.
itated this fact by reporting praise-

erson Robinson and Christine Robinson,

Bureau of Business Education, The
York, October 20, 1943.



Well-trained salespeople safeguard and protect, as well as serve, the customer's best interests. But only one in four is well trained!

worthy service. The proportion of good service to poor, however, is still open to great improvement.

When this war is won, our tremendously enlarged productive capacities will be converted from the production of war supplies to the manufacture of consumer commodities. Plans for the conversion of individual productive mechanisms are being made now by many industries. And when this production occurs, there is sure to come after the peace more merchandise than we have ever known, designed to satisfy consumer wants.

Training for Reconversion

Our distributive capacities, weakened as they have been by shortages in practically all commodities and manpower, are ill prepared for the flood of consumer goods which will follow the conversion. We do not have a well-trained army of retailers and salespeople who will safeguard and protect, as well as serve, the consumers' best interests. From a customer point of view, retail selling is about 25 per cent efficient.

Why are we not preparing for the economy which will follow with the peace? We should be training now an adequate number of teachers in our normal schools and colleges, who will be prepared and qualified to train a proportionate number of students to become efficient in the distributive occupations.

The conversion of our distributive resources to give efficient consumer service is more complicated and individualized than the conversion of our productive resources. It requires planning and education. It will take time. We have this postwar planning to do right at home in our own communities. If we are sincere in our educational objectives, now is the time we should be doing it.



E. DANA GIBSON, Editor

LAST month I mentioned that schools should not have any difficulty obtaining audio-visual aids, since, if these aids are selected properly, the cost will not be prohibitive. You may wish to know where audio-visual aids can be obtained.

The most usual sources of information are the film catalogues sent free upon request by schools, libraries, Government departments, producers, and distributors. While these are excellent sources, they sometimes do not give much help because of limited descriptions of film content or because the film's sponsor uses artful descriptive devices to lure educators into using the film. Fortunately, this situation has been corrected to some extent by the producers of film catalogues. They have begun to evaluate films included in their lists and to be more accurate and adequate in their descriptions.

The American Council on Education has published a book entitled *Selected Educational Motion Pictures*¹, which lists in alphabetic order 500 films, selected and evaluated by the Committee on Motion Pictures in Education, which met the criteria of evaluation they set up. It is unfortunate that none of the intended supplements has been published and that some other agency has not taken over the work of evaluation. This book contains many films of value in business-education classrooms.

In this book facts about the films are given, showing time of projection, type of film—silent

or sound—distribution sources, and year published, released, or copyrighted. What makes it so usable is the appraisal and description of contents that follow. Prospective users can, with a reasonable degree of accuracy, determine whether the film is usable in their classrooms without previewing it.

To facilitate the ease with which films relating to a topic can be found, a subject classification as well as an index is included. The book will return dividends far beyond its price.

A very useful booklet is the *1000 and One*² list of nontheatrical films, published by the Educational Screen, Inc. A new edition is placed on the market each year. Each addition lists only those films and filmstrips (35mm. nonmotion films) that during the year were found to be most actively circulated. The fact that filmstrips are included makes this booklet especially valuable to business teachers, because many of the best visual teaching aids for business education have been prepared as filmstrips. The filmstrip will play an increasingly important part in the classroom. It will be discussed in later articles.

1000 and One is an excellent source of film information, on the whole; but it is with the content description that I quarrel, if quarrel I must, with this fine index of films. The brevity of annotation does not give a sufficient basis for reasonably safe selection.

To facilitate easy film location, the contents of the booklet are grouped under useful headings, such as co-operatives, teacher training and adult education, and electricity. If you know the title of the film you want, the alphabetic index of all titles makes it possible to locate it immediately.

The last main source of films is usually listed first in importance because of its detailed classification and large film listing. Published by the H. M. Wilson Company, *The Educational Film Catalog*³ does not yet have wide circulation, but its reasonable price and its broad coverage of films and filmstrips make it a necessity in every school. This is one book that your school library should buy. With the catalogue come additional issues published quarterly during the year.

¹ *1000 and One—The Blue Book of Nontheatrical Films*. Educational Screen, Inc., Chicago, Ill., 1942-43, 75 cents.

³ *Educational Film Catalog*, The H. M. Wilson Co., N. Y., 1944.

¹ *Selected Educational Motion Pictures*, American Council on Education, Washington, D. C., 1942, \$3.

The first part of the book consists of a title and subject index, making possible the easy selection of films usable for a particular topic. An "Outline of Classification" section helps in the location of the broad subject area in which your topic might fall. The topic can then be located in the section that follows, which gives the detailed film information you want, similar to that found in the other sources mentioned.

The *Victor Directory of 16mm. Film Sources*,⁴ while not primarily a film catalogue, does include some reference to available films. If you are a subscriber to the *Educational Screen*⁵ or the *Business Screen*⁶, you will find many films discussed in their pages, particularly in the latter. The *Journal of Business Education* has a monthly department in which films are reviewed. Other sources are the current and back issues of the *Business Education World*, *Balance Sheet*, *Scholastic*, *The School Executive*, *The Nation's Schools*, *Secondary Education*, and the various business-education yearbooks.

Profitable Reading

Audio-visual business education is a growing field—grow with it. Here are descriptions of two articles that are worth reading in their entirety.

"Can Our Schools Teach the G.I. Way?" by Walter Adams, *Business Screen*, 5:22-23, 4-35, Issue V.

You may not agree that the military method is best, but the armed forces have pointed the way toward more efficient training of personnel. By selecting the right persons for the right occupations, and by training them at accelerated speeds and by other means not widely used by educators, they have made greater and more efficient use of our manpower resources than previously has been done.

Dr. Adams considers the technique used so valuable that he says: "One thing is certain. Either we help improve education this way or we find another way. The old education isn't enough."

Don't miss this article. It will challenge

you. If you can't find a copy in your library, check *Better Homes & Gardens*, in which it was first printed in Vol. 22, February, 1944, pp. 20-1.

"FM for Education," *Education for Victory*, May 20, 1944, pp. 3-4.

FM is being selected by education as the medium through which future radio programs will be broadcasted. A good deal of planning is being done at the present time. This article is a report on that planning and covers conferences, services, procedures, noncommercial educational FM stations, and plans for state-wide utilization of FM.

Business Film Library Organized

The School of Business and Civic Administration, College of the City of New York, has announced the formation of a business film library, which it believes to be the first of its kind in the nation.

The library has two purposes: one, to acquaint commercial and industrial personnel, veterans, City College students, and other groups with the newest techniques of salesmanship, marketing, retailing, business management, and other operations; the other, the preparation of business films.

Two films are already being produced. One is a retailing picture, illustrating the flow of merchandise from receipt to individual sale, stressing organization, display, and sales techniques. The second is a distributing picture made in a large wholesale establishment, picturing the entire marketing process from arrival of fruits, vegetables, and other commodities on ships and trains, to their eventual sale to retail establishments. A unique feature of these two films will be the fact that they are in color.

It is hoped that more educational institutions will follow City College's example.

In the November issue the procedures necessary for successful use of audio-visual materials will be discussed. Beginning with the selection of the aid itself, a detailed analysis will be made of the steps necessary for a correct and complete utilization, ending with the post-discussion and testing program to be carried on.

⁴*Directory of 16mm Film Sources*, Victor Animategraph Corp., Davenport, Iowa, 1942, 50c.

⁵*Educational Screen*, The Educational Screen, Inc., 64 East Lake St., Chicago, Ill., \$2.

⁶*Business Screen*, The Business Screen Magazines, Inc., 157 East Erie Street, Chicago, Ill., \$2.

A SYNONYM is a word used in place of one you can't spell.—Stokes

Yeomen Demonstrate Posture

WE WISH IT were possible to reproduce in full or enlarged size and on the most suitable paper the accompanying photographs of two yeomen, recently prepared by the U. S. Navy. They are worthy of reproduction as salon prints to be hung in every typing room in the land.

We hope you will show them to your students, pointing out that the Wave has had the casters on her chair removed so as to give her forearms the upward slant they need for good typing operation. The drop cabinet desk at which she sits is doubtless a standard 26 or 27 inches in height, and her chair has been lowered as far as possible; so this is the best position attainable with the equipment at her disposal.

Note how the sliding rest at the



back of her posture chair supports the small of her back. There is no support for the shoulders; hence no temptation to lean back at that point. Her trunk tips slightly forward, her upper arms distinctly forward, and her forearms are slightly slanted upward toward the wrists. The wrists are held low so as to enable the fingers to *snap back* quickly and naturally. Her feet are flat on the floor, but we may expect them to move around a bit as she shifts her weight in the chair. Her desk is clean and her eraser handy.

The other yeoman is tall enough so that he finds it more convenient to place the typewriter on top of the desk. This is a practice that has been followed by every expert typewriter demonstrator since 1910. An added advantage with many desks is that there is less vibration on the top of the desk than when the typewriter is placed in the drop cabinet.

The young man's posture is very similar to that of the Wave. Perhaps he leans forward a bit more smartly and his forearms do slant a little more uphill. He is apparently reaching for the *e* key with his left hand, which accounts for the slight raising of his left wrist. He has seen fit to leave the casters on his chair because they increase its height and enable him to balance his posture with the machine more accurately. His eraser is also handy, and the top of his desk is cleared for action.

By shoving his machine well back on the desk top, the young man is able to bring his notebook a little closer to his eyes. Both operators would benefit from the use of a copyholder.

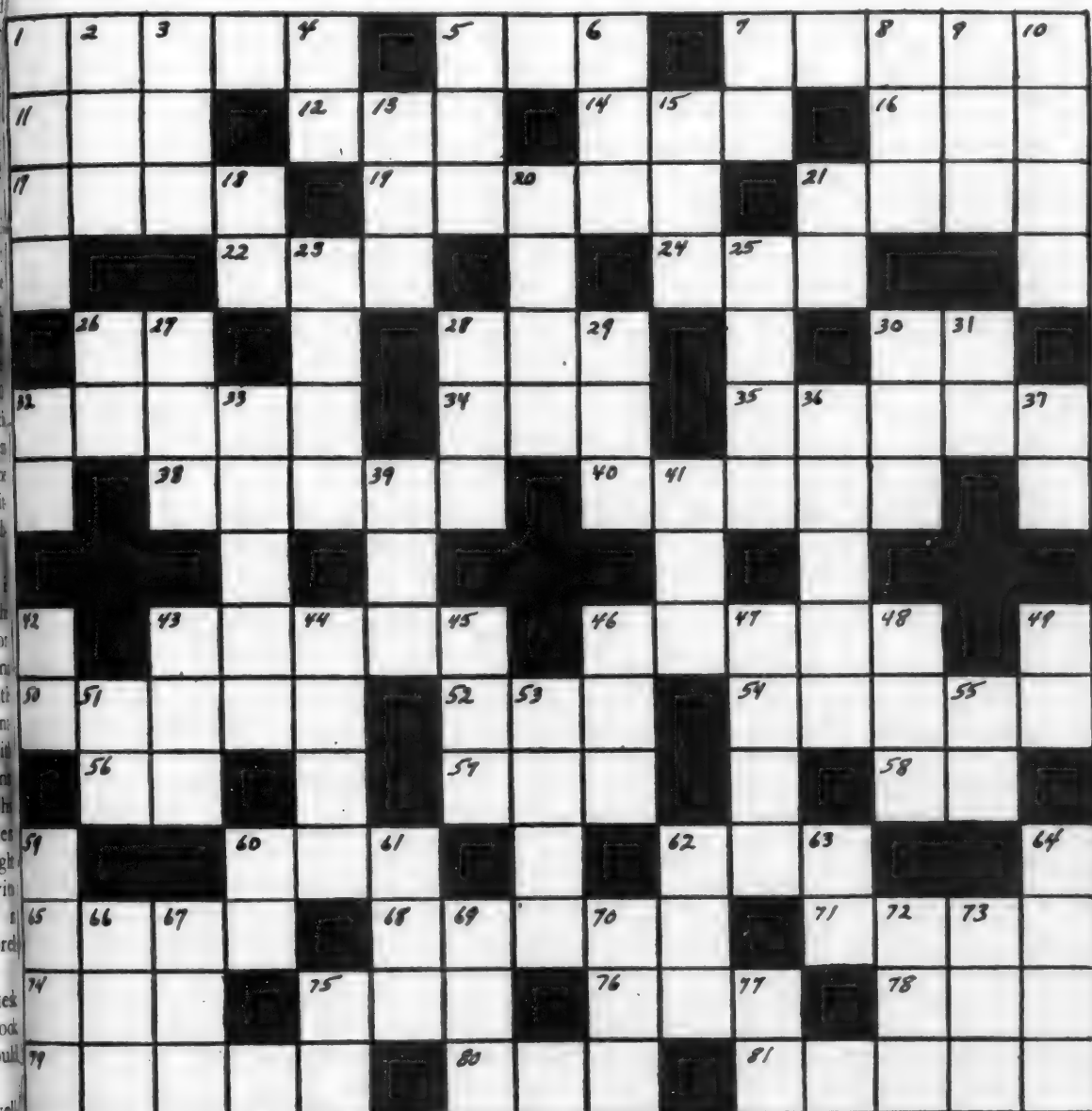
Many students will want to know what well-dressed yeomen wear, and we doubt not that our keen-eyed readers will be able to point many fine lessons of grooming and dress for the benefit of their students. Our masculine eyes cannot help but note those beautifully polished black shoes and the sharp crease in the gentleman's collar.—H. H. S.

Shorthand Crossword Puzzle

RUTH H. SMITH

Maine Township High School, Des Plaines, Illinois

Fill in the blanks in this puzzle with the *shorthand* spelling of the words defined, one shorthand character in each space. Example: The word advertisement would be defined as "a public announcement" and spelled (with shorthand characters) A-V-T-M. All the words used are among the 1,000 most-used words or their plurals. Key is on page 104.



HORIZONTAL

1. To understand the value of.
5. Nations.
7. That of which anything may be constructed.
11. To hold back for a time.
12. To encounter.
14. Have confidence in.

16. Notes referring to some other book or passage.
17. Motives.
19. Positions or conditions.
21. Especially.
22. A written promise to pay a certain sum of money to a person at a specified time.
24. Seven days (plural).

26. To request.
28. Part of the body.
30. Pronoun.
32. Approbation.
34. Chance.
35. Drawings.
38. An adjustment of affairs.
40. Young men.
43. Divisions of the year.
46. Municipalities.
50. Attractive.
52. To look forward to.
54. Rearrangement.
56. Lid.
57. A social gathering.
58. To feel of.
60. To point out a way.
62. To supply.
65. Gets knowledge.
68. Without any doubt.
71. Particularly.
74. A thought.
75. Opposite of worse.
76. Aim.
78. The whole sum.
79. Rhythmic combination of tones.
80. To transmit.
81. Conformity.

VERTICAL

1. A person's name, street, city, and state (plural).
2. Gives pleasure to.
3. Drops of water falling from the clouds.
4. That which is shipped.
5. A division of a state.
6. Depot.
7. Be compelled.
8. Exchange.
9. A voluntary exertion of power.
10. Gets.
13. The day preceding today.
15. Not long ago.

Timetable of Tomorrow

Distances in the air age are better measured in hours rather than in miles. Here is an approximate schedule of the "trans-world" airline of tomorrow, as TWA proposes to fly it using Lockheed Constellations in express service at average speeds of 300 miles per hour.

	NEW YORK	CHICAGO	CALIFORNIA
LONDON	11½ Hrs.	14½ Hrs.	20½ Hrs.
PARIS	12½ "	15 "	21½ "
BERLIN	14½ "	17 "	23½ "
ATHENS	17 "	19½ "	25½ "
CAIRO	19½ "	21½ "	28 "
BAGDAD	22 "	24½ "	30½ "
CALCUTTA	32 "	34½ "	32 "
SHANGHAI	32½ "	29½ "	23½ "
TOKYO	28½ "	26½ "	20 "

18. At a future time not long distant.
20. Journey.
21. Places (verb).
23. Placed under necessity.
25. A pair.
26. Talk.
27. Vehicles.
28. Place of abode.
29. To select for military service.
30. And so forth (abbreviated).
31. Man's title.
32. Somewhere near.
33. Call on.
36. A school of higher learning.
37. At a time not precisely stated.
39. A row.
41. Opposite of late.
42. Visitors.
43. More than one or two.
44. Disconnect.
45. With the exception of.
46. Knowledge derived from one's own action.
47. To lay hold of (past participle).
48. Wearing apparel.
49. Approach.
51. Toil.
53. Ceases from motion.
55. Of that kind.
59. To demand.
60. An earnest wish.
61. To a great extent.
62. To dread.
63. Pronoun.
64. Comes back.
66. Systematic development and cultivation of the mind.
67. The one following.
69. Accepts as true.
70. Belief not backed by facts.
72. Road between sidewalks.
73. On.
75. Grow to be.
77. Remit.

Postwar Promises

A \$1,750 metal-plastic skycar that will fold its wings upon landing, then drive away like an auto will be offered to Americans within a year after the war. Brainchild of William B. Stout, one of the nation's foremost inventors, the machine is already in advanced stages of development, will be built by Consolidated Vultee. Propelled in the rear, the skycar will make 110 miles an hour, get 20 miles on a gallon in the air; will do 50 miles an hour, get 25 miles a gallon on land.

Stout has also perfected a fold-down table with built-in dishes; the table will flip back into the wall when you're through eating, then soap and water inside the wall will do the rest, with the garbage tumbling into an incinerator.

A sleeping machine will supply conditions under which three hours of sleep would be as habituating as eight.—*Advertising and Selling.*

Veterans Education Program

TITLE II of the G.I. Bill of Rights (Public Law 346), providing for education for veterans, is being administered by the Veterans Administration, as provided by law, and by the Veterans Administration *only*. General Hines, Veterans Administration boss, turned the job over to H. V. Stirling, a career employee, who for many years has carried the title of director of national rehabilitation. Last month General Hines changed Mr. Stirling's title to director of rehabilitation and education and gave him the biggest job which ever confronted any educator in American history.

Veterans Administration's own statisticians estimate that about one million men and women will take advantage of these benefits. More than three billion dollars of Federal funds could become available for educational purposes under this program. No Federal education program of such scope and import has ever come out of Washington, it is generally agreed.

This program may shake higher and secondary education to their foundations, as suggested by Francis J. Brown, of the American Council on Education.

When the Man of Arms Returns to School

Among the most cogent analyses of how the returning veteran will affect the course of education is the one in Bulletin No. 67 of the Higher Education and National Defense series. The full text was written by Francis J. Brown, American Council on Education. Here is a digest:

"Time will be an important factor to the returning veterans. They will be critical of leisurely prewar college life. They will feel the urge to finish their training in the least possible time. Acceleration will, in all probability, be forced upon institutions by this new time sense of its students.

"Almost without exception their military experience will have made veterans precociously mature. Much of what they find in college will seem juvenile. They will be critical of subjects required and methods used in instruction, for they will have had an experience of realistic values against which they will appraise their work in the institution. They will seriously ask the question, 'Of what worth is this to me?' Generalizations will not be a sufficient answer."

All that has been said of veterans is true of those returning to schools and colleges after civilian employment in war industries. They, too, will have a greater sense of the value of time

and be more mature. Many will have a false sense of their own knowledge and ability because of the high wages they have received for low skills.

Their readjustment will be more difficult than for those who doff uniforms and return to civilian life. No G.I. bill will give them their education at Government expense or assure them of the security provided by this act. No plan has been devised on a national basis to evaluate their work experience in terms of academic credit.

Resultant Problems

Higher education will be faced with many problems with which it has never before grappled on such a large scale. It will seek to serve two—or even three—widely divergent groups: mature veterans, war workers, and the immature but usual clientele coming directly from high school.

There will be a desire on the part of the college and university to seek to be "all things to all prospective students." This will be unfortunate if it extends beyond the ability of the institution adequately to meet their needs. Closely related to this problem is the extent to which colleges and universities will remain institutions of higher learning. Many persons who will wish to continue their training and education will not have completed high school. Of those who have, many will want trade and technical education, frequently considered of precollegiate level. *Here will be a "twilight zone" which will include the largest proportion of mature postwar students.* Will the secondary school adapt its program to meet their needs? Will colleges and universities, including junior colleges, reach down to serve them? Will the technical institute expand and increase in number as is now contemplated in Georgia and in New York State?

Even greater than the increase in full-time students will be the number who will want part-time education and on-the-job training. The majority of colleges and universities have hardly tapped this field and many have deliberately excluded it. Yet this field will be almost unlimited in the near future.

Short, intensive courses, some of them of a refresher type, will undoubtedly be required. They will vary in length from a few weeks to perhaps two years. Opportunity should be provided for students to enter when discharged rather than making them wait for the opening of the next quarter or semester.

B. E. W. Awards Service

A Monthly Certification Program For Bookkeeping and Transcription Students

What the Service Is

The B.E.W. Monthly Awards Service was designed to make available to bookkeeping and transcription teachers a progressive awards program to stimulate enthusiasm for these subjects and, by requiring uniformly high standards of neatness and accuracy, to improve students' working habits and achievements.

Three certificates of achievement—Junior, Senior, and Superior—comprise the complete series of awards: in *bookkeeping*—for accurate solutions to progressively difficult problems; in *transcription*—for mailable transcripts produced at correspondingly higher dictation and transcription speeds. Bookkeeping students compete also for a special certificate awarded in connection with an annual international bookkeeping problem contest conducted each spring.

All papers are graded by an impartial board of examiners in New York City, thus inspiring the best effort of your students. Failure will result in a sincere desire to overcome basic weaknesses, and the entire class will more readily heed your instructions, recommendations, and criticisms through participation in this program.

The B.E.W. awards program can be made a part of your regular teaching schedule, or, if you wish, it may be introduced as an extra-curricular activity, allowing extra credit for each achievement certificate earned.

Hundreds of teachers have been consistent users of these services, and the award of thousands of student certificates monthly is evidence of the enthusiasm aroused. This activity is a "must" in many teaching programs. Introduce it in your school and you will be surprised and elated by the eagerness with which your students respond.

How to Use the Service

BOOKKEEPING

This year the B.E.W. will present a new series of bookkeeping contest problems. There will be nine contests, one in each issue of the B.E.W. from September through May.

Each month the B.E.W. will award prizes in cash and War Savings Stamps to students who submit the best bookkeeping papers. All necessary information regarding the contest is given here, and the solution of each problem in the series will require not more than one or two class periods.

Contest Rules

1. Have your students work the bookkeeping problem on the next page. The B.E.W. hereby grants you permission to duplicate the problem for

free distribution to your students if you wish them to have individual copies.

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to the Department of Awards, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, N. Y.

3. With your papers send a typed list *in duplicate* of the names of the students whose papers are submitted.

4. Remit 10 cents for each certificate desired. This fee covers in part of the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. These will be considered for the award of prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted in each division; \$2 second prize; and prizes of 50 cents in War Savings Stamps for other outstanding papers. In case of ties, duplicate prizes will be awarded.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name in full.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is November 10, 1944. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

TRANSCRIPTION

1. Names and addresses are to be dictated *before* the letters themselves are dictated and need not be read at any set speed. To eliminate error in the spelling of unusual names, the names and addresses may be written on the blackboard.

2. Dictate at the indicated speed the letters

designated for the grade of certificate your students wish to earn (80 for the Junior; 100 for the Senior).

3. No preliminary reading of notes or help from any source is permitted before timing of transcript starts.

4. The maximum time allowed for the transcription of the Junior test is 24 minutes; for the Senior test, 27 minutes.

5. The above time limit includes all proof-reading and correction of errors and the use of the dictionary, which is permitted during transcription.

6. Each transcript must contain the student's name, complete school address, and teacher's name. The length of time required to transcribe all letters should appear on the first letter only.

7. No carbons or envelopes are required. The shorthand notes are *not* to be sent.

8. An entry form consisting of a typewritten list of participants, indicating both the dictation and transcription speeds, should be submitted with the transcripts.

9. To arrive at the transcription speed, divide

the number of minutes required for the transcription into the total word count of the dictated material. For example: a Junior test of 240 words transcribed in 10 minutes gives a transcription speed of 24 words a minute.

10. The fee for examining each pupil's transcripts for each one of the three certificates is 10 cents. Remittance in full must accompany each shipment of transcripts. Ask us about the easy way to send remittances through the use of B.E.W. stamps.

11. Transcripts are judged solely on a *mailable-letter* basis. Errors that make letters unavailable include: misspelling, untidy erasure, uncorrected typographical error, serious deviation in wording, and poor placement.

12. A Certificate of Achievement will be awarded each student whose transcripts meet an acceptable standard. Transcripts not considered eligible for certification will be marked and returned.

Send all transcripts by first-class mail or by express (they cannot be sent by parcel post) to: The B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

The October Bookkeeping Contest

Cash Prizes

Closing Date: November 10, 1944

MILTON BRIGGS

Bookkeeping Short Cuts

ONE of the purposes of bookkeeping is to furnish the proprietor or owner of a business with certain fundamental figures and information. Fundamental figures are key figures—those that help the proprietor to unlock the door that leads to success in business. These figures serve as a guide in future management of his business.

Some of these key figures are income, cost of merchandise sold, gross profit, net profit or net loss, assets, liabilities, and proprietorship (capital or net worth).

Formulas can be used to find key figures in bookkeeping. A formula is a short-cut rule or recipe—an easy way to remember how to do something. Some of the following formulas are to be used in solving this month's bookkeeping contest problem.

$$A - L = P^2$$

(Assets minus liabilities equals proprietorship at the end of the fiscal period.)

$$A = L + P^2$$

(Assets equals liabilities plus proprietorship at the end of the fiscal period.)

$$P^1 - P^2 = NL$$

(Proprietorship at the beginning of the fiscal period minus proprietorship at the end of the fiscal period equals net loss.)

$$A - P^2 = L$$

(Assets minus proprietorship at the end of the fiscal period equals liabilities.)

$$P^2 - P^1 = NP$$

(Proprietorship at the end of the fiscal period minus proprietorship at the beginning of the fiscal period equals net profit.)

$$S - CMS = GP$$

(Sales minus cost of merchandise sold equals gross profit.)

$$GP - E = NP$$

(Gross profit minus expenses equals net profit.)

$$E - GP = NL$$

(Expenses minus gross profit equals net loss.)

$$MI^1 + P - MI^2 = CMS$$

(Merchandise inventory at the beginning of the fiscal period plus purchases minus merchandise inventory at the end of the fiscal period equals cost of merchandise sold.)

Directions to Student

ASSIGNMENT A

For a Junior Certificate of Achievement

Copy and complete Form 1. Use pen and ink and white paper. Fill in the blank spaces with the proper figures. Draw a circle around net loss figures.

ASSIGNMENT B

For a Senior Certificate of Achievement

Copy and complete both Forms 1 and 2. Use the upper half of your paper for Form 1 and the lower half for Form 2.

Next Month

"The Family Market" is the subject for next month's bookkeeping contest problem. Students are called upon to journalize (one book

of original entry), post, and prepare a trial balance. Three different Certificates of Achievement will be awarded, one for each part of the problem. And there will be cash prizes and War Savings Stamps for the students who submit the best solutions.

Letters from Teachers

Although this is my first year of teaching, I have already found these problems to be of great interest to the youngsters. I give the students class time each month for them, and they seem much more practical than class exercises.—Mrs. D. D. Darland, Jackson-Wilson High School, Jackson, Wyoming.

The students who have made their second attempt to win a Junior Certificate have tried exceedingly hard to attain their goal this month. To my thinking, not obtaining their first certificate was the best thing that ever happened to them. This failure has made them more accurate, careful, and neat in complying with the steps necessary in doing journal work.—Sister M. Margaret James, Immaculate Conception School, Philadelphia, Pennsylvania.

Dictate the following information to your students, or have the forms duplicated or written on the blackboard.

Name of Business	Income from Sales	Cost of Merchandise Sold	Gross Profit	Total Expenses	Net Profit or Loss
Aircraft Art Company	\$12,042.16	\$ 6,343.04	....	\$4,904.19	....
Betty Brown Confectionery Co. ..	6,400.56	4,004.76	....	1,924.11	....
Crown Creamery Corp.	20,932.04	16,411.12	....	5,001.24	....
Douglas & Downs	4,011.95	3,116.04	....	504.34	....
Everlasting Appliances, Inc.	10,928.16	7,001.01	....	1,102.85	....
Farmers' Exchange	15,604.75	13,736.11	....	3,614.12	....

Form 1

Name of Business	Assets	Liabilities	Proprietorship at end of Period	Proprietorship at beginning of Period	Net Profit or Net Loss
Grant & Sherman	\$10,795.50	\$3,464.04	....	\$ 6,500.00	....
Hotel Supply Company .....	....	4,404.60	\$ 6,367.09	6,441.03	....
Indian Rubber Products	15,400.00	....	12,690.90	9,908.78	....
Johnson & Orson	9,864.05	2,964.19	....	6,000.00	....
Karalekas & Sons .....	....	1,898.50	8,505.90	10,000.00	....
Leonard Brothers	25,000.00	....	21,604.80	18,500.00	....

Form 2

The October Transcription Tests

CLAUDIA GARVEY

Transcription Test For the Junior Certificate

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.

Letter No. 1: Mr. John Carter, Trent Building, Tampa 5, Florida. *Letter No. 2:* Mr. Fred Smith, Freeman Street, Jacksonville 2, Florida.

(Dictate at 80 words a minute)

Letter No. 1. My dear Mr. Carter: I am very sorry indeed that you do not find it possible to use the December / issue of our magazine, because I believe that issue is among the best for realizing a high / percentage of sales. However, if it is impossible for you to get your plans developed in time to use / that issue, we shall be glad to hold space in the January number.

I would like to see you use our magazine (1) monthly, because I am sure it can be made to prove most profitable. May I hope to hear from you again / about this matter? Yours very truly,

Letter No. 2. Dear Sir: Your advertisement, which we enclose, was cut from one of the morning / papers. The cost of this advertisement in the paper you have chosen is at least \$75. /

To publish the same copy in our paper will cost very little more, and you will reach a group of readers who (2) cannot be canvassed through any other daily paper. We are not urging you to stop your current advertising, / but we simply wish to point out that if your copy brings returns in the present field you should not neglect the / business to be obtained from the field we reach.

We look forward to a trial use of our paper. Cordially yours, (240 standard words including addresses.)

Transcription Test For the Senior Certificate

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letter No. 1: Mr. John Stone, Time Building, Boston 3, Massachusetts. *Letter No. 2:* Mr. P. D. Thomas, Hope Street, Buffalo 5, New York. *Letter No. 3:* Mr. James Hill, Maple Park, Brentwood, California.

(Dictate at 100 words a minute)

Letter No. 1. Dear Mr. Stone: We appreciate and value your patronage of the classified columns of our paper, as evidenced by / your advertisement, for which we are now billing you.

With so great a number of classified advertisements as we carry, the opening of separate / charge accounts would be impracticable. On some classifications, however, a temporary charge is made and that courtesy has / been extended to you.

Please assist us in continuing this service by paying the enclosed bill promptly. Very truly yours,

Letter No. 2. Dear Mr. (1) Thomas: I have been looking every day for the signed original of the contract which I left with you for space in our magazine. I / feel sure you do not want to miss the December issue, for it is from this issue that a great deal of buying is done.

You must consider / that this issue of the publication reaches our readers about November 20, and it is during the last few days of November / and early December that most buyers try to estimate the big rush at the end of the year.

Won't you send this contract to me promptly, (2) telling me whether to repeat your copy or whether you will use new copy? Yours very truly,

Letter No. 3. Dear Sir: One feature of our magazine / that makes it very interesting to the advertiser is its exceedingly low rate.

A page in black and white costs only / \$550 an insertion. Considering its circulation and its rate, the cost for each thousand readers amounts to only / \$3.43. Without question, our magazine has the lowest rate in its field.

Because of the low cost of using the magazine (3) I feel sure you will agree that using it for your advertising will combine results with economy.

The December issue of / the publication closes September 10. Don't you want to place your sales message before the real buyers of the country? If so, drop me a / line reserving space in this issue or ask me to write and tell you more about the publication. Yours truly, (400 standard words, including addresses)

Permissible Variations in Transcription

The judges will not impose a penalty for the omission of words that do not alter the sense, such as *very*, *I believe*, *simply*, in the Junior Test or *and value*, *now*, *exceedingly*, in the Senior Test.

Minor variations in wording will be permitted; for example, *one of this morning's papers*, instead of *one of the morning papers*, or *I am sure* for *I feel sure*.

Any dictionary spelling is acceptable, as *enclose* or *inclose*. But *canvassed* instead of *canvased* is not acceptable. If *impracticable* is transcribed as *impractical*, no penalty will be

imposed, because these two words are often confused even by experienced writers.

Paragraphing is often a matter of choice. Do not penalize for reasonable variations.

Do not penalize the student if a period is used in place of the question mark in the closing paragraph of Letter No. 2 in the Senior Test. Usage varies.



O. B. E. Activities

Chapter News

PUPILS WHO hold the Senior Certificate of Achievement for one of the monthly tests in transcription or bookkeeping published in the *Business Education - World* are eligible for membership in the Order of Business Efficiency.

News of O.B.E. chapters is a regular feature in this magazine.

O.B.E. members may wear the official members' pin, which sells for 60 cents.

Chapter 141. The Commercial Club, of Kramer High School, Columbus, Nebraska, of which Miss Clarice Ernst is president, received its charter in May, with forty-four club members eligible for the Order of Business Efficiency. E. P. Baruth, Head of the Commercial Department, is the school sponsor.

Chapter 142. Colfax (Washington) High School has fourteen charter members. Teacher sponsors are Mrs. Virginia Lombard, commercial; Howard C. Moses, principal; and Miss Mabel Howard, English. J. W. Short, a merchant, and Melvin A. Ensley, banker, are business sponsors.

Chapter 143. Miss Elsie Jane Roth is sponsor for the chapter in Parishville (New York) Central High School, chartered in May.

Chapter 144. Eastchester High School, Tuckahoe, New York, has ten charter members with Albert Des Jardins, Head of the Business Department, as their teacher sponsor.

Alumni Chapter Organized

Because accounting cannot be offered this year at the Saint Joseph High School, Omaha, Nebraska, the members of O.B.E. Chapter 121, of which Sister Marie Benitia is sponsor, are planning to work as an alumni group. All the members of this chapter qualified for the Order in bookkeeping. Six members are still in high school, a few have entered college, and many others are now employed in offices.

Miss Rose Anne Dymak, now a senior, set a record last school year by winning three prizes in the monthly bookkeeping contests and one in the annual contest. The school won honorable mention in the national contest, also.



"Triple space it—I want him to read between the lines."

Prize Winners in the April Bookkeeping Contest

The following students received cash prizes or War Savings Stamps for their papers submitted in the B.E.W. Bookkeeping Contest for April. Names of teachers are in italics.

Junior Division

FIRST PRIZE—\$3

Theresa Mondoux, St. Xavier's Academy, Providence, Rhode Island. *Sister M. Othilda, R.S.M.*

SECOND PRIZE—\$2

Norma Beatty, High School, Newton, Iowa. *Lucille Nash.*

Senior Division

FIRST PRIZE—\$3

Mary C. Chancellor, High School, Memphis, Missouri. *Chelsea E. Brown.*

SECOND PRIZE—\$2

Martha Bors, Canton High School, Collinsville, Connecticut. *Charles F. Petitjean.*

Superior Division

FIRST PRIZE—\$3

Arlene Davidson, Moreland Notre Dame High School, Watsonville, California. *Sister Miriam Julie, S.N.D.*

SECOND PRIZE—\$2

Masayo Yasui, Canal High School, Rivers, Arizona. *Della M. Taylor.*

OTHER OUTSTANDING PAPERS

Fifty Cents in War Savings Stamps

Alida Bandstra, High School, Ridgewood, New Jersey, *Mrs. E. Zimmerman*; Verna Biltoft, High School, Superior, Nebraska, *Harriet C. Swanson*; Colleen

Blaser, Kramer High School, Columbus, Nebraska, *E. P. Baruth*; Virginia Bloom, High School, Newmarket, New Hampshire, *Martha LeFebvre*; Frances Burnham, High School, Yuba City, California, *Lila B. Adams*; Madeleine Campeau, Holy Angels Academy, Saint Jerome, Quebec, Canada, *Sister Mary Monique-du-Rosaire, S.S.A.*; June Cavanaugh, St. Vincent Ferrer School, New York City, *Sister Kathleen, O.P.*; Mary K. Corrigan, St. Mildred High School, Laurel, Maryland, *Sister M. Constance, C.M.P.*; Ethel M. Cowdell, High School, Munhall, Pennsylvania, *Ruth Briggs*; Jane Coyle, Catholic High School, Lebanon, Pennsylvania, *Sister Frances Joanna*; Helen R. Craven, Senior High School, High Point, North Carolina, *Sara Anderson*; Jeannine Cyr, Blessed Sacrament Academy, East Sherbrook, Quebec, Canada, *Sister Mary David*; Marie Driscoll, St. Mary Euphrasia School, Washington, D. C., *Sister Mary of Our Lady of Lourdes*; Leona Ebbesen, High School, Charlotte Amalie, St. Thomas, Virgin Islands, *Emma B. Smith*; Beatrice Funkhouser, Shenandoah Business School, Woodstock, Virginia, *F. E. Palmer*; Ruth Gross, High School, Souderton, Pennsylvania, *Mary Reisler*; Shirley Holmes, High School, Newton, Iowa, *Lucille Nash*; Ann Jenkins, High School, Lewiston, Illinois, *Gladys E. Henderson*; Muriel Leboeuf, St. Ann's School, Webster, Massachusetts (no teacher's name on paper); Vera Meteling, High School, Mayfield Heights, Ohio, *Fern Brindley*; Theresa M. Murphy, Summerville High School, Tuolumne, California, *Ruth Tupper*; Sarah Seitz, State Teachers College, Shippensburg, Pennsylvania, *Dr. Etta C. Skene*; Velma Shrader, High School, Loraine, Illinois, *Leo Osterman*; Mrs. Marjorie Whitsitt, Vocational School, Superior, Wisconsin, *Kate Bartley*; Norma Yike, St. Dominic Commercial School, Philadelphia, Pennsylvania, *Sister M. Eusebia.*

Prize Winners in the May Bookkeeping Contest

The following students received cash prizes or War Savings Stamps for their papers submitted for May. Names of teachers are in italics.

Junior Division

FIRST PRIZE—\$3

Dolores Zuppan, Alhambra Union High School, Martinez, California. *Theresa Silva.*

SECOND PRIZE—\$2

Marie Ann Scanlon, Sacred Heart High School, Springfield, Massachusetts. *Sister Catherine Florence.*

Senior Division

FIRST PRIZE—\$3

Marie Kramer, St. Joseph's Commercial High School, Brooklyn, New York. *Sister Jeanne Ursula.*

SECOND PRIZE—\$2

Helen Hackmann, Grace Institute, New York City. *Sister Marie Gertrude.*

Superior Division

FIRST PRIZE—\$3

June A. Ratcliff, South High School, Columbus, Ohio. *Mrs. C. H. S. McFayden.*

SECOND PRIZE—\$2

Marion Brown, High School, Norway, Maine. *Constance H. Stevens.*

OTHER OUTSTANDING PAPERS

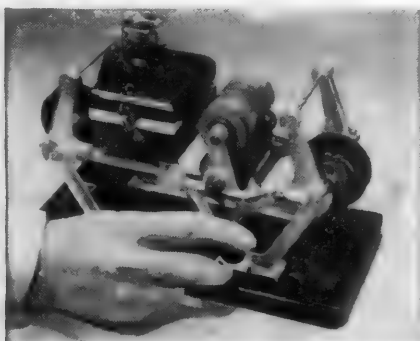
Fifty Cents in War Savings Stamps

Betty Jane Clucas, High School, Munhall, Pennsylvania, *Ruth Briggs*; Virginia R. Filoso, Wilbur Wright High School, Dayton, Ohio, *Margaret E.*
(Continued on page 101)

On the Lookout

ARCHIBALD ALAN BOWLE

- 5 Typewriter, adding-machine, Addressograph, and other ribbons can be rejuvenated with a new "Ribboninker" at a cost of about 2 cents a ribbon, the manufacturers say.



The operating unit is simple. It applies a uniform coating of ink to the ribbon as it is drawn through an ink-saturated felt pad. The pad is kept fully inked from the fountain mounted on the top. After its "bath," the ribbon passes through pressure rollers and is rewound under tension on the empty spool.

Model C will re-ink ribbons up to $\frac{3}{4}$ " wide. Model D will re-ink ribbons up to 2" wide. If you have black, blue, purple, brown, or red ribbons, special ink pads are available for them.

A. A. Bowle
The Business Education World
270 Madison Avenue, New York 16, N. Y.

October, 1944

Please send me, without obligation, further information about the products circled below:

5, 6, 7, 8, 9

Name

Address

The Ribboninker is made by Display Equipment Company.

- 6 A new illustrated booklet, *Four Words That Changed the World*, describes the early years of the telegraph, experiments that were made, and many other interesting and informative details. Western Union Telegraph Company has announced that copies of the illustrated booklet are available to schools.

- 7 A new all-wool combination chair and stool, automatically adjustable to various heights, has been announced by the Theodor Kundtz Company. It is designed for both office and factory use. The height of the chair can be changed rapidly, according to the manufacturer, simply by lifting the seat. A control latch, released with the foot, lowers the seat, and automatic spring action makes all adjustments positive. Two sizes of the new unit are available. One has a normal seat height of 21 inches and may be adjusted up to 30 inches. The other is adjustable from 18 to 24 inches.

- 8 Ace Fastener Corporation has introduced a new stapler that can be purchased by firms having priority ratings. Steel has been used where durability and precision are required, and less critical materials wherever possible, but the substitutions do not detract from the smooth easy operation of the new stapler, which takes a full strip of 210 No. 400 standard staples.

- 9 Visible records are often used in school offices and so the new Victor wood sectional visible-record equipment is interesting. Constructed for hard service, the Victor is made as sectional equipment and is fitted with easy-shifting pockets, which may be removed and re-inserted at any point desired. The device measures 19 by 11 by $4\frac{1}{4}$ inches, fits standard-depth office safes, and is finished in olive green with slide body of natural wood finish.

◆ ◆ ◆

It was good news to read that the Automatic Pencil Sharpener Company announces that cutters and replacements for their machines are now available. While new machines are not likely to be produced until after the war, installation of new cutters will mean improved service from present machines.

School News and Personal Items

MISS MARGARET A. HICKEY, founder and principal of Miss Hickey's Training School for Secretaries, St. Louis, is the new president of the National Federation of Business and Professional Women's Clubs.

Miss Hickey is a member of the Missouri bar and of many important civic and national organizations. She served for two years on the board of representatives of the American Council of Guidance and Personnel Associations and has been both education chairman and first vice-president of the federation she now heads.

Two years ago, Miss Hickey was appointed chairman of the Women's Advisory Committee of the War Manpower Commission. The function of the Committee is to assist the War Manpower Commission in the effective mobilization and utilization of America's womanpower for the war effort.

GEORGE M. COHEN has been appointed training administrator of the Civilian Training Section, Civilian Personnel Branch of the Storage and Issue Agency, Office of the Chief Signal Officer, Army Service Forces, Philadelphia.

Mr. Cohen is an experienced training officer. For the past two years he has been connected with the training program in the Philadelphia Signal Corps Depot. He is author of a text on military correspondence.

CHARLES JENSEN, formerly head of the Commercial Department of the Chester (Pennsylvania) High School, is now assistant to the director of industrial relations of the Ranger Aircraft Engine Division of Fairchild Engine and Airplane Corp., Farmingdale, New York.

MISS DAISY E. COBB, who has been a graduate assistant in the Business Education Department of the Woman's College of the University of North Carolina, Greensboro, has been appointed an instructor of typewriting in Georgia State College for Women, Milledgeville.

Miss Cobb received her bachelor's degree at Alabama College and is completing work for her master's degree at Woman's College. Her home is in Livingston, Alabama.



CARROLL A. NOLAN received the degree of Doctor of Education from New York University in October, 1944. The title of his dissertation is "Distributive Education in Variety Stores: Syllabi for Initial Employees in Chain Variety Stores Based on an Analysis of Duties."

Dr. Nolan is the newly appointed state director of business education for Delaware. He has been head of the Department of Business Education at the Teachers College of Connecticut, New Britain.

MRS. MADELINE STRONY, formerly principal of the Newark (New Jersey) branch of the Washington School for Secretaries, resigned recently to accept the position of director of public relations for the Packard School, New York City. Mrs. Strony is a graduate of New York University and a member of Delta Pi Epsilon.

MISS MABEL ELLIS has accepted an appointment to the faculty of Meredith College, Raleigh, North Carolina. Dr. Estelle L. Popham heads the Department of Business at Meredith.

Miss Ellis formerly taught at the Packard School and Scudder School, New York City. Last winter she joined the staff of the U. S. Naval Training School at Indiana University, Bloomington, which was closed July 1 of this year. She has completed the course requirements for the degree of Ed.D. at New York University.

MISS FRANCES MERRILL, shorthand instructor for several years in the Des Moines, Iowa, high schools and a daughter of the superintendent of schools of Dubuque, Iowa, has been appointed head of the Secretarial Science Department, School of Commerce and Finance, Drake University. She has her master's degree from New York University.

Miss Merrill has taught at Boone University, Wuchang, China; in high schools in Iowa and Minnesota; and in the summer school sessions of Denver and Drake Universities and Ball State Teachers College. Two of her articles have appeared in the B.E.W.

DR. LAURA A. WURTZEL has been appointed director of business teacher training and secretarial science at the Delta State Teachers College, Cleveland, Mississippi, with the title of assistant professor. She was formerly head of the Department of Business Education at Anderson (Indiana) College. She received her doctor's degree from the University of Nebraska in 1942.

Pen Pals For Your Pupils

R. C. MISHEK

High School, Waseca, Minnesota

THOUSANDS of American boys and girls have "pen pals" in other countries and correspond regularly. Teachers report that when a student receives a letter from a correspondent in another country, the entire class is interested. Many students have exchanged small presents, such as handkerchiefs, money, and pictures.

When teachers ask, "How can I get pen pals for my pupils?" the answer is, "The Student Letter Exchange, Waseca, Minnesota"—the largest bureau of its kind in the world.

This activity began eight years ago when students in our economic geography class decided that they wanted to know more about the people and the life in the countries they were studying. I obtained names of students in other countries. Other schools heard about the idea, and before long there were more requests than the exchange could fill. More than ten thousand schools requested names last year, and it is estimated that almost a million letters have crossed the oceans in the past eight years as a result of the bureau's work.

Students between the ages of ten and twenty are allowed to correspond through this bureau, subject to certain regulations—some of them imposed by foreign governments and some by necessity. All letters exchanged are in English, no matter what language is spoken in the country of origin. Students in non-English-speaking countries usually have not learned English until they are thirteen, however. Therefore, names of students in non-English-speaking countries should not be requested for Americans under fourteen. For the ten-to-thirteen group we have instituted another service through which they can correspond with students in various parts of the United States.

While correspondence with Italian students was still possible, the Italian government controlled it by requiring that we fill out forms, which they sent us, showing the

name and address of each American student who was to correspond with each Italian student. No Italian boy could correspond with an American girl, and vice versa. The dictators of Europe had their thumbs on all the actions of the youth of their countries. In fact, the correspondence bureaus in some countries were carried on by the governments.

American students and teachers are often surprised at the excellent penmanship and the exactness of the English in the letters from foreign lands. Foreign students many times cannot understand American expressions, as they say that the words are not in their dictionaries. Our students soon learn that they cannot use slang expressions when writing unless they explain the meaning.

The war has by no means stopped the pen-pal plan. Here is a partial list of the countries in which students can still have student correspondents: Argentina, Bolivia, Brazil, British Guiana, Canada, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Honduras, Mexico, Newfoundland, Nicaragua, Panama, Peru, Puerto Rico, San Salvador, Venezuela, Virgin Islands, West Indies, and some parts of Africa.

The Student Letter Exchange, Waseca, Minnesota, can supply names of pen pals at 10 cents a name or three for 25 cents, plus a stamped, self-addressed envelope.

V. E. BREIDENBAUGH, a member of the faculty of the Commerce Department of Indiana State Teachers College, Terre Haute, has been elected head of the department for the ensuing two years.

The policy of this institution is to pass the headship around among the faculty of the department every two years. The faculty, itself, has the authority to elect its own head. This position for the past two years has been filled very ably by Miss Helen Woods.

The enrollment in this department has not been adversely affected by wartime conditions. Mr. Breidenbaugh reports that forty-three business teachers were graduated in June of this year.

Nearly all the teachers in training in the department are members of the Future Teachers of America and take an active part in this organization. An extensive program for evening adult education is planned for the fall.

Peppy's Diary

The Pedagogic Perils of Penelope Payne

EFFA E. PRESTON

Sept. 15. After working in a factory ten weeks, six days a week, returned to school filled with vim and vitamins. Tired after one week's teaching. Maybe I'm not the intellectual type.



Two nice things about a factory: (1) The inspector shows you with her own fair hands what she wants you to do. Nobody tells you to go read a book or says, "That's your problem." (2) A suggestion sheet on which employees write their ideas for improving efficiency. In most school systems, if you criticize anything, you're told, "If you don't like teaching, why don't you do something else?" Some day that question's going to be answered—but good.

Sept. 20th. Everybody the same as usual, only more so, but some of us have new ideas. Miss Drenk is inventing a test to determine the emotional effect of unfamiliar words on the slow-learning child; also writing a monograph on the Goal-Gradient Hypothesis as Applied to Introverts.

Sept. 30th. Read in a new book on education, "It is strange that relatively few teachers understand the satisfaction and even fun to be found in keeping vital records." How true! Whenever I feel the yen for a gay evening, I sit at my desk and make a new set of individual profiles for my pupils. And when I feel positively wicked, I just let myself go and do their life histories in triplicate.

Oct. 7th. Miss Morse worked in a defense plant all vacation and had as her patient fore-

woman a girl she'd flunked a few years ago. The summer probably did both of 'em good.

Oct. 11th. Holiday tomorrow. Wish they all came on Friday or Monday. Still, as Aunt Hattie says, "Half a loaf is better than no loafing."

Oct. 14th. Letter from Ellen today. Teachers Club in Pa. to which she belongs has hired a smart lawyer to look after the members' interests. Heaven may protect the working girl but it's just as well to have a tough guy around to run interference for Heaven.

Oct. 28th. Miss Morgan, who is what Aunt Hattie calls a "Stormy Pretzel," has decided to let bad enough alone and stop trying to reform education. In short, she'll be a creature of sweetness and light instead of a pistol-packing mamma. But she'll miss a lot of fun, and so shall we!

Nov. 3d. Pleasant things in school: the little boy who sends all his good test papers to his father in the Navy; the following original poem by a second-grader—

"All day long our door
Opens and closes
For people to go out and in.
The door has a swing
And the people have none.
It is easy for the door
To open and close."

I think there's a deep philosophy concealed in those lines but I haven't figured it out yet!



Prize Winners

In the May Bookkeeping Contest

(Continued from page 97)

O'Neil; Mrs. Wilmadine Garson, Oklahoma School of Business, Tulsa, Oklahoma, Mr. Hawes; Evelyn Johnson, R. A. Long High School, Longview, Washington, Dora E. Butler; Kathleen Kellogg, Edgewood High School, Madison, Wisconsin, Sister M. Alexius, O.P.; Patricia Ann McDermott, High School, Traverse City, Michigan, Garland L. House; Mary Miglis, Parmentier Secretarial Institute, Brooklyn, New York, Sister M. Regina; Joyce Milne, High School, Islip, New York, Warren Huber; Therese Pelchat, Cordeau College, Quebec, Canada, Mrs. G. Cordeau; Delmar Shrewfelt, Lownds School of Commerce, New Westminster, British Columbia, Mrs. B. Makepeace.

Reprinted from the *New Jersey Educational Review*.

Law Everyone Should Know

R. ROBERT ROSENBERG

YOU should know the answers to these questions and cases. A series of questions and cases like this one makes excellent diagnostic material for commercial law classes. Every question in this series is based on a principle of law that might conceivably come within the everyday experience of anyone. The series offers another measure of the preparation of the individual to meet his responsibilities in his business and social life. It provides a guide for the teacher by indicating the background knowledge of his students in law and in general business, and the students' readiness to receive instruction in the subject.

Each question can be answered by writing YES or NO. Teachers are given permission to duplicate these questions for class use. Correct answers are shown in parentheses.

1. If a person commits a wrong without knowing it is a wrong, does the law hold him responsible? (Yes)

2. A person under the age of twenty-one is considered an *infant* at law. Is a minor the same as an infant? (Yes)

3. A boy exchanged a camera for a tennis racket. Has a *sale* taken place? (No)

4. Do *most* business contracts result from simple, unwritten agreements? (Yes)

5. Does the bank that certifies a check assume *absolute liability* for the payment of the check? (Yes)

6. Is a person who has altered a business paper with intent to defraud guilty of *larceny*? (No)

7. Must the insurable interest in life insurance exist at the time that the policy *goes into effect*? (Yes)

8. The amount on the face of a check was raised. Is this considered to be a *forgery*? (Yes)

9. Does a citizen have a right to appoint an agent to *vote* for him at an annual election? (No)

10. Can an employer buy *insurance protection* against loss due to dishonest acts of his employees? (Yes)

11. Davis owed Peck \$100 because he lost a bet on a prize fight. If Davis fails to pay the debt, can he be *sued* by Peck? (No)

12. Ross sold 100 acres of land to Ditters. If oil is discovered on the land a short time after the sale, may Ross have the sale set aside and regain possession of the land? (No)

13. A person calls for bids for work to be done. Must he give the work to the contractor submitting the lowest bid? (No)

14. Mann insured the life of an employee. He continued to pay the premiums on the insurance even after the worker left his employ. May Mann *collect* on the contract when the worker dies? (Yes)

15. Is a *dollar bill* an example of a promissory note? (Yes)

16. May a note that is written in *pencil* be transferred to a third party? (Yes)

17. Goods sold on the installment plan were accidentally destroyed by fire. May the seller *sue* for the balance due? (Yes)

18. A thief pawned articles that he stole. Must

the rightful owner *pay* the pawnbroker the amount of the loan in order to obtain possession of the goods? (No)

19. Is a lawyer considered to be an *agent* of his clients? (Yes)

20. A person acted as agent for the two parties to a contract with their knowledge. Is he entitled to receive compensation *from each*? (Yes)

21. A golfer looked for a ball that had fallen on Graham's land. Was the golfer guilty of the tort of *trespass*? (Yes)

22. A contract was made and dated July 4, to be performed in thirty days. Was this contract *legal and enforceable*? (Yes)

23. May a graduate of a medical college *collect* for services rendered *before* he is licensed to practice medicine? (No)

24. A man used several articles that had been delivered to him by mistake. Must he *pay* for them? (Yes)

25. A merchant stated that his prices were the lowest in town. May a customer who relied on his statement and made a purchase return the article and get his *money back*, if he learns later that the goods were selling at a lower price elsewhere? (No)

26. A dealer agreed, at the request of a buyer to keep overnight an article that he had sold to him. If the article is stolen or is destroyed by fire before the buyer calls for it, must the dealer *replace* it? (No)

27. Does the title to goods sold on the installment plan pass to the buyer when the goods are *delivered* to him? (No)

28. May a pawn ticket be sold, giving the buyer the *right to redeem* the article pledged? (Yes)

29. An employee of a common carrier delivered goods to the wrong person. If the goods cannot be recovered, must the *carrier* pay for them? (Yes)

30. A bank paid a check after being ordered by the depositor to stop payment on it. Is the bank *liable* to the depositor for the amount paid out? (Yes)

31. May *indorsements* be made with a rubber stamp? (Yes)

32. May a person under twenty-one years of age be an *agent*? (Yes)

33. May an agreement resulting in the creation of an agency be made *orally*? (Yes)

34. Does the death or insanity of one of the partners automatically dissolve a *contract*? (Yes)

35. Are growing trees considered to be a part of *realty*? (Yes)

36. Does a mortgage on real estate transfer *title* to the property? (No)

37. Is a person against whom a charge is brought called the *plaintiff*? (No)

38. After shipping goods to a buyer, an unpaid seller learned that the buyer was insolvent. May he notify a common carrier transporting the goods *not to deliver* them? (Yes)

39. Is the Federal Constitution the highest law of *each state*? (Yes)

40. Flint circulated false reports about Baker's business dealings, injuring his reputation. Was Flint guilty of the tort of *libel*? (No)

41. Cabot accidentally pushed a flower pot off the ledge of his window, thus injuring a passerby. Was he guilty of negligence? (Yes)

42. A witness was ordered to appear in court to testify at a trial. He refused to do so. Can he be held in *contempt of court*? (Yes)

43. A minor made a contract with an adult. Is the contract voidable at the option of the *adult*? (No)

44. Stuart, nineteen years of age, was married. Can he be *sued* for necessities supplied his wife, if he refuses to pay for them? (Yes)

45. A minor made false statements in writing about a merchant. The statements injured the merchant's reputation. Can the minor be held for *money damages*? (Yes)

46. Does the acceptance by a customer of the prices quoted in a newspaper advertisement result in a *contract*? (No)

47. May a *written promise* to donate money to a charitable institution be enforced? (Yes)

48. A man presented a valuable gift to a friend. Later he had a change of heart and demanded the return of the gift, claiming lack of consideration. May he *recover the gift*? (No)

49. One of the parties to a contract promised to pay the other party more than had been originally agreed on between them for carrying out his uncompleted contract. Is this promise *enforceable*? (No)

50. Clark brought suit against Darwin for breach of contract. Darwin offered Clark \$100 if he would withdraw the suit. Does an *enforceable agreement* result? (Yes)

51. Elders induced Hellers to break his contract of employment with Fowler. If Fowler had to pay higher wages to another employee, may he *sue* Elders for his loss? (Yes)

52. A check was made payable to a fictitious person. May it be *cashied* by the person to whom it was given by the drawer? (Yes)

53. A check was made out on a piece of letter paper. Will the bank *honor* it? (Yes)

54. A person signed an assumed name to a note. Is he *liable* on the note? (Yes)

55. The holder of a check presented it for payment to the bank on which it was drawn one week after he had received it. If the bank had failed the day before the check was presented, must the *holder bear the loss*? (Yes)

56. A depositor died before the check that he had issued was paid by the bank. May the bank pay the check *after his death*? (No)

57. May the holder of a negotiable instrument indorse the instrument by *printing* his name on the back? (Yes)

58. The payee of a note indorsed the note by writing his name on the back of the paper. Is this considered to be a *blank indorsement*? (Yes)

59. Hart told Kagan that he would carry out the terms of a contract that Kagan had made with Laird, a close friend of Kagan's, if Laird did not do so. Is this promise *binding*? (No)

60. Will a life insurance company pay *interest* on a dividend if it is left with the company? (Yes)

61. Must the insurable interest in property insurance exist at the time of the loss in order that *recovery* may be permitted? (Yes)

62. Rand assigned his right under contract to Wise. If Wise fails to perform his part of the contract, may the other party to the agreement hold Rand *liable*? (Yes)

63. Must a merchant give a *receipt* for the payment of a bill? (No)

64. Grant owes Jones \$100. He offered him \$100 in *dimes* in payment of the debt. Must Jones accept the dimes? (Yes)

65. Lott found a watch which he sold to Egner, an innocent purchaser, for value. If the true owner of the watch learns that it is in Egner's possession, will Egner be obliged to *surrender* it to him? (Yes)

66. Ryan, an innocent purchaser of stolen goods, acquired the articles in good faith and at full value. If the true owner learns that the articles are in Ryan's possession, will Ryan have to *return* the goods to him? (Yes)

67. A buyer, trusting to the judgment of the seller, failed to examine merchandise that he had purchased. If he learns later that the merchandise is not what he wanted, may he *return* the articles? (No)

68. A man promised to lend his car to a friend. Later he changed his mind and refused to do so. Can he be held *liable* for damages? (No)

69. Is a person who enters a hotel to take a meal in the public dining room considered to be a *guest* of the hotel? (No)

70. May a hotelkeeper demand payment *in advance* for accommodations offered to a guest? (Yes)

71. Does a fraudulent statement made by an agent in the scope of his authority bind his *principal*? (Yes)

72. An agent signed a contract, "Fred Rose, Agent." Is this signature sufficient to enable the agent to escape *personal liability*? (No)

73. Is an agent who makes the contracts for an imaginary principal *liable* on the contract? (Yes)

74. Are traffic violations *felonies*? (No)

75. May a partnership be formed by an *oral agreement*? (Yes)

76. Must a partner *consult other partners* before acting for the firm? (No)

77. Is each partner *liable for all the debts* of a partnership? (Yes)

78. Is *each partner* responsible for the business acts of the other partners? (Yes)

79. Does a *corporation* result when two or more persons engage in a lawful business and share in the profits? (No)

80. A tree grows on the boundary line between the land of two owners. May it be *destroyed* by either without consent of the other? (No)

81. Does the owner of a house have the right to *saw off* the branches of trees belonging to another person, if the branches are overhanging on the houseowner's land? (Yes)

82. Is an *oral agreement* for the sale of real estate binding? (No)

83. Does the owner of the land adjoining a stream that is not navigable have the *title to the water* in the middle of the stream? (Yes)

84. Is an *employer* ever held liable for injuries to an employee, occurring while "on the job," if the employee contributed, through negligence, to his injuries? (Yes)

85. A pedestrian was injured by a truck. May the *employer* of the driver be held liable for damages? (Yes)

86. Does the owner of land *own* "as far up as the sky"? (No)

87. Is a note that promises to pay money or merchandise at the option of the maker *negotiable*? (No)

88. Does the holder of the *mortgage* on real estate have an insurable interest in the property? (Yes)

89. The cashier of a bank absconded with \$1,000 of the bank's money. Has he committed the crime of *robbery*? (No)

90. A contract entered into on a week day was to be performed on a Sunday. Was the contract *valid and enforceable*? (No)

91. Does a contract *always result* when there is an agreement between two or more persons? (No)

92. Hill entered into an agreement on a Sunday to be performed on a week day. Can he *enforce* the agreement? (Yes)

93. Does the finder of a lost article have the right to *retain possession of the article* until the reward that has been offered for its return is paid to him? (Yes)

94. A minor, who made a contract with an adult by falsely representing himself to be of age, attempted to avoid the contract. Did he have a *right* to do so? (Yes)

95. Laird, who had owed Martin \$500 for a long time, offered to give him \$400 in full payment. If Martin accepts the offer, may he *later sue* Laird for the \$100 balance? (Yes)

96. A house and its contents, fully insured, were destroyed by fire. May the insurance company *void* the policy if the fire was caused by the negligence of the insured? (No)

97. Are the officers of a corporation chosen by the *stockholders*? (No)

98. A customer found a purse on the counter of a department store. Does the purse belong to the *customer* if the loser cannot be found? (No)

99. Does the fruit that falls from the branches of a tree, belonging to one person but overhanging the land of another, belong to the owner of the land on which the fruit falls? (No)

100. A note was made payable to bearer. Does the omission of the words, "to the order of," destroy the *negotiability* of the instrument? (No)

Key to the Shorthand Crossword Puzzle

See page 89

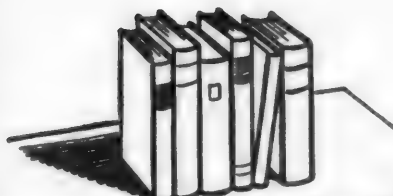
HORIZONTAL

1. appreciate
5. countries
7. material
11. delay
12. meet
14. trust
16. references
17. reasons
19. situations
21. particularly
22. note
24. weeks
26. ask
28. head
30. him
32. approval
34. opportunity
35. pictures
38. settlement
40. fellows
43. seasons
46. cities
50. pretty
52. expect
54. adjustment
56. cover
57. party
58. touch
60. direct
62. furnish
65. learns
68. absolutely
71. especially
74. idea
75. better
76. purpose
78. total
79. music
80. send
81. accordance

VERTICAL

1. address
2. pleases
3. rain
4. shipment
5. county

6. station
7. must
8. trade
9. effort
10. receives
13. yesterday
15. recently
18. soon
20. trip
21. puts
23. obliged
25. couple
26. speech
27. cars
28. home
29. draft
30. etc.
31. mister
32. about
33. visit
36. college
37. sometime
39. line
41. early
42. company
43. several
44. separate
45. except
46. experience
47. taken
48. suit
49. come
51. work
53. stops
55. such
59. claim
60. desire
61. quite
62. fear
63. she
64. returns
66. education
67. next
69. believes
70. opinion
72. street
73. upon
75. become
77. pay



YOUR Professional Reading

JESSIE GRAHAM, Editor

An Analysis of the Work of the General Clerical Employee

Thelma Potter, Ph.D., *Contributions to Education No. 903*, Bureau of Publications, Teachers College, Columbia University, New York, 1944, 97 pages, \$1.85.

It is not unusual to see in current literature a statement that the term "clerical worker" needs definition, as it is now a "catchall" expression. Dr. Potter has made a significant contribution to our knowledge about the duties of the general clerical worker by supplying data that are of practical use in business education.

As a basis for her study, Dr. Potter used the definition of "clerk, general duty, etc." from the *Dictionary of Occupational Titles*, classification 1-05.01. She selected the offices of companies representing five types of business hiring the largest number of clerical employees: banking and brokerage, wholesale and retail trade, steam railroads, public service, and postal service. She analyzed the work of 48 representative employees, contending that a careful analysis of their work would be of more value than would a casual study of the duties of thousands of clerks.

In the report, complete data on the percentage of time spent by clerical workers on various types of tasks are tabulated. Typical in-service training programs are described.

After a statement of each of the twenty stated findings, there is a recommendation applicable to the training of clerical workers. For example, she found that "over 85 per cent of the work of the beginning clerical employee in large business offices involves the skill of typewriting, filing, and such nonspecialized clerical work as classifying and sorting or checking names and numbers for accuracy, including adding-machine, calculating, and other miscellaneous machines." Dr. Potter's recommendation is that these subjects furnish the core of the general clerical-training course in secondary schools and that information as to promotional patterns in clerical work be incorporated into general clerical courses. Nineteen other recommendations are made.

Finally, it is suggested that a study of the effect of routine clerical work upon the total personality be made in order to plan for compensatory recreational activities; that time and motion studies of the various office skills be undertaken in order to develop teaching materials; and that study and experimentation with co-operative work-experience enterprises be carried forward for the mutual benefit of education and business.

Methods of Vocational Guidance

With Specific Helps for the Teacher of Business Subjects, Gertrude Forrester, Ed. D., D. C. Heath and Co., Boston, 1944, 460 pages, \$3.

Dr. Forrester sees that the teacher of business subjects plays a triple rôle—teacher of vocational subjects, teacher of cultural subjects (since business skills and knowledges are a part of the culture of the race), and teacher-counselor. She points out that at least 24,000 high schools in the United States do not employ vocational counselors, and that in these schools the teacher of business subjects must do the counseling for pupils planning to work in the business world. Dr. Forrester started her own counseling activities while teaching seven daily classes in shorthand, typewriting, and bookkeeping.

Teachers who read this book will be eager to play their rôle as teacher-counselors in order to try the fascinating activities suggested and to take advantage of the practical helps offered.

No phase of the counseling program is neglected. Although the methods are applicable to any field, all applications are made to the field of business education. The pictures of guidance activities, most of them from Dr. Forrester's home school, the high school at West Bend, Wisconsin, are attractive.

All topics are presented in connection with their use with high school pupils. The chapter dealing with the *Dictionary of Occupational Titles* contains a dramatic sketch for classroom use. The chapter on motion pictures lists not only the sources of visual aids, but specific names of films and sound slides.

A significant section is the one composed of four chapters on "grooming business pupils for jobs." It covers all steps from helping the pupil to inventory his assets and liabilities to the follow-up of all former pupils. Community co-operation in vocational guidance is not forgotten, nor is the future of vocational guidance in business education.

The reader of this book cannot help but get a strong impression that all the activities suggested have been used in an actual high school and that the information given is complete and currently correct. Dr. Forrester has had contact with vocational guidance in business education in all parts of the country through the students in her summer-session courses at Columbia University.

The book is invaluable to the teacher of business subjects, who cannot escape the rôle of vocational counselor and who is always ready for practical aid in improving her performance.

The Organization, Administration, and Supervision of Business Education

Earl P. Strong, Ed. D., The Gregg Publishing Company, New York, 1944, 358 pages, \$2.

Critics of business education point to the need for better administration and supervision of this important field—"the largest single field of special training in this country." A book in which the validity of the need is established and definite solutions for the problems are proposed can be used as a potent weapon in any campaign for the improvement of business education.

Dr. Strong's experience qualifies him to be the author of this important book. His experience in business and education has been both broad and deep. He is now attached to the Executive Office of the Secretary, Navy Department, Washington, D. C.

There are many reasons why this book is significant. In many communities the administration of business education is in the hands of academically trained administrators who think of it as limited clerical training and do not grasp the complexity of the field nor its needs. It is the responsibility of teachers of business subjects to bring to the attention of administrators information such as that included in this book.

Business education is only partially subsidized by the Federal Government. Only seven states and twenty-three cities provide full-time supervisors of business education. A complete analysis of the problem is timely.

In order to understand the present problems of business education, it is necessary that we be familiar with its history. Dr. Strong briefly traces this history through three stages: early business education, business college, and subsidized.

Dr. Strong treats business education in its broad aspects, including prevocational, vocational, personal-use, and social-economic programs. Recognition is given to the work of the national associations of teachers of business subjects.

The review of Federal acts affecting business education is informative. There is an excellent presentation, also, of business education on all educational levels. Typical curriculums are reproduced and reports from various school surveys are quoted.

Dr. Strong makes a unique contribution by listing and discussing the responsibilities of administration and of supervision of business education on the part of the Federal Government, the state authorities, and the local administrators and supervisors. The proposals are definite and workable. Among other helpful sections, there is one in which detailed steps for developing a business curriculum based upon local needs are described.

By demonstrating the importance of business education, the complexity of the field, and the need for better administration and supervision, and by giving concrete guidance to administrators and supervisors, Dr. Strong has brought us much nearer to our goal of better business education. Teachers should see that their administrators have opportunity to read this book.

Mobilizing for Abundance

Robert R. Nathan, McGraw-Hill Book Co., New York, 1944, 228 pages, \$2.

This book was written by a soldier convalescing from injuries received during his training period. Although only in his middle thirties, Mr. Nathan, an economist, has served as chairman of the Planning Committee of the War Production Board.

Mr. Nathan believes that the democratic system of free enterprise is the best in the world but that it will continue to exist only if it works well. He makes several proposals that he believes will result in full employment and consequent abundance for all. His ideas deserve thoughtful consideration, as they assume the continuance of our present democratic system in contrast to other proposals based upon radical changes in our basic economy.

He reminds us that the war has shown that we have the capacity to produce abundantly and states that the standard of living for all citizens can be raised so as to consume all the products of full employment in peacetime. He proposes that we consumers—protected by adequate social security programs—save less and spend more, that we export more than we import, and that Government spending be used as necessary to insure full employment, but only as the last resort. He makes proposals relative to taxation, social security, education to guide consumers in their spending, and the reduction of private savings.

This is a book for the layman who is thinking about the postwar welfare of all members of our national community.

Training Medical Secretaries In Junior Colleges

Evangeline Markwick, Ph.D., Colby Junior College, New London, New Hampshire, 88 pages.

This condensation of a doctoral dissertation is based on questionnaires sent to junior colleges offering medical secretarial training, 1 per cent of the registered physicians in the country, and graduates of medical secretarial courses in junior colleges. Dr. Markwick obtained, tabulated, and analyzed a great amount of data that should be of great value.

The author's recommendations, backed up by facts, figures, and opinions obtained in the survey, are that a curriculum for medical secretaries be set up by a committee from the junior colleges and submitted to the American Medical Association for revision and approval, a degree or title to be granted candidates after successful completion of such a course.

Colby Junior College has a limited number of copies of *Training Medical Secretaries in Junior College* available to interested persons.

A MAN WRAPPED up in himself makes a small parcel.—*Selected*

Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Actual Business Letters

More Service Offers

Mr. Peter Duncan
200 Chamber Street
Hammond, Indiana

Dear Mr. Duncan:

Government officials²⁰ say that the outlook for coal and oil is gloomier now than during any previous winter of the war.⁴⁰

A fuel conservation program is in full swing. The Government urges you to check your home now so that you⁶⁰ can have it conditioned for zero temperatures and still remain comfortable on less fuel.

Weather Strips,⁸⁰ Rock Wool Insulation, Storm Sash, and Calking are the four big fuel savers that correct every major heat¹⁰⁰ loss. They bring increased comfort, cleanliness, and fuel savings up to forty per cent.

We are in a position¹²⁰ to install all four. Why not call us for expert counsel on winterizing your home? There is no obligation.¹⁴⁰ Our estimator will gladly give you a free estimate of cost and explain our new three-year payment terms with¹⁶⁰ only a small down payment needed.

The enclosed stamped and self-addressed envelope is for your convenience in calling¹⁸⁰ for our service.

Yours truly, (186)

Mr. Andrew Duffy
Seventh Avenue and Fifth Street
Newark, New Jersey

Dear Mr. Duffy:

Some time ago²⁰ we wrote to you about a proposed clip sheet that we were planning for house organs. The service is intended to⁴⁰ familiarize employees, customers, or stockholders with current governmental matters that are extremely⁶⁰ important. Now we are ready with your first issue and Volume I, Number I is enclosed. TAX NEWS will be sent⁸⁰ to you free of charge and it is not necessary to give us a credit line.

We shall want to know, however,¹⁰⁰ whether you wish this service regularly. Because we shall issue mats next month of the column, "Your Taxes,"¹²⁰ by Dr. Harley L. Lutz and the cartoon by Costello, please let us know if mats will be more convenient¹⁴⁰ for you. The return request card enclosed gives you the opportunity to be specific.

Cordially yours, (159)

Career Women—Early American

By FLORENCE MAULE UPDEGRAFF
in "Independent Woman"

IT may give business women a sort of special satisfaction to know that in taking part in the commercial²⁰ life of their time they are following a good old American tradition. So, just in case they may have missed the⁴⁰ story of what their feminine ancestors accomplished back in the years of America's beginnings, a bit⁶⁰ of business Americana may not be out of order.

Fortunately, there are reliable means of⁸⁰ recreating that story with a fair degree of accuracy. For yellowed manuscripts belonging to historical¹⁰⁰ collections, diaries kept by people who lived through the first two centuries of the great American¹²⁰ experiment, old Town Records, and newspapers of the period yield innumerable illuminating¹⁴⁰ glimpses of women at work. We read of them "setting up in business," buying and selling, suing and being sued,¹⁶⁰ managing great plantations, administering real estate, "closing out" financial interests—all with a¹⁸⁰ casualness that speaks for itself of their assured position in the economic world of their own day.

"But²⁰⁰ wait a minute," some astonished reader may object. "Isn't all this a contradiction of what we have been led²²⁰ to accept as the rôle of the fair sex of two and three hundred years ago?"

In general, yes. But a very²⁴⁰ special situation existed in early America. The Colonists were engaged in the staggering²⁶⁰ task of building a new civilization and an entire economic structure right from scratch. They couldn't afford²⁸⁰ to indulge in any such nonsense as being choosy about which sex did what. Anything anyone, of³⁰⁰ either sex, could do to add to the general prosperity was all to the good. So, if a woman needed³²⁰ to be self-supporting, she was aided and abetted in establishing herself in the means toward that end.

The³⁴⁰ result was that the formative years in America, lasting briefly beyond the Colonial period,³⁶⁰ provided a time of unique opportunity for women. And—if the records are to be trusted—they³⁸⁰ certainly made the most of it.

The first type of financial venture undertaken by women of which there is written⁴⁰⁰ record is that of running inns and taverns. Seventeenth century travelers supplied the evidence of⁴²⁰ that fact in the diaries they kept. They were free in their descriptions of their hostesses; and, from the frequency⁴⁴⁰ of such mention, it would seem there must have been a goodly number of women in this early version of the hotel⁴⁶⁰ business.

Since tavern-keepers were not uncommon in Elizabethan England, that enterprise had tradition⁴⁸⁰ be-

hind it. It wasn't long, however, until references to other ventures, which were true business⁸⁰⁰ pioneering, began to crop up in the records. These were just hints of what women were doing, and until⁸⁰⁰ 1704 there was no means of forming anything like a complete picture. Then the first newspaper was⁸⁰⁰ established in Boston. Other cities quickly followed suit. Before very long, what the good ladies had been up to⁸⁰⁰ became quite evident. For they did exactly what their modern descendants would have done under similar⁸⁰⁰ circumstances. They advertised. And that self-instituted publicity revealed that they must have been making hay⁸⁰⁰ at a great rate during the years of obscurity—for there they were, firmly ensconced in a remarkable array⁸⁰⁰ of going businesses.

Judging by the prevalence of feminine names in the advertising of shops such⁸⁰⁰ as "The Sign of the Crown and Feather," "The Sign of the Deer and Glove," it seemed the largest number of women had⁸⁰⁰ established themselves as retail merchants. (Selling was just as good a line then as now, apparently.) And don't for a⁸⁰⁰ moment think they had all restricted themselves to what is now termed "the woman trade." A good many dealt in stocks of⁸⁰⁰ special feminine interest—drygoods, clothing, household goods, and foods, it is true; but others had ventured far afield.⁷⁹⁰

One robust lady advertised that she was prepared to supply "all who might enquire with all sorts of⁸⁰⁰ Ironmongery, cutlery, Lead by the Hundred-weight, nails, and all sort of casks." Several had invaded the sacred⁸⁰⁰ domain of the apothecaries and begged to notify the public that they now "dispensed all such things as are⁸⁰⁰ used in the Modern Practice of Physick." Another had opened an optical shop and announced she sold "the finest⁸⁰⁰ Crystal Spectacles, Magnifying Glasses, Telescopes, and Ox-eye Glasses for taking landisks."

A somewhat⁸⁰⁰ smaller group was well launched in production. Processing food stuffs was a lucrative line in those days, too, it would seem,⁸⁰⁰ for a sizeable number had gone in for the preparation of various commodities. The fact that she⁸⁰⁰ manufactured "incomparable mustard and chocolate" was heralded by one fair producer in an⁸⁰⁰ elaborate, illustrated advertisement topped with a coat of arms with bottle rampant. There was another who⁸⁰⁰ enumerated such an extensive line of superior preserves and pickles that it might well have been the⁸⁰⁰ forerunner of the famous fifty-seven varieties. A third wished the public to know that she distilled "snake-root,⁸⁰⁰ clovewater, aniseed, orange water, and many other sorts of spirits."

There was still another class of⁸⁰⁰ advertisers made up of women known then as "artifisers." They were, in fact, our first women manufacturers.⁸⁰⁰ In a few instances the products were such as would seem to have grown naturally out of the household tasks⁸⁰⁰ of the day. Soap and candles were prominent in the list. A multiplicity of chandlers offered their wares in⁸⁰⁰ the press. Among these the most verbose and persistent was Mrs. Elizabeth Franklin, a sister-in-law of⁸⁰⁰ the great Benjamin. But by far the greatest mass of production was of a thoroughly unfeminine nature.⁸⁰⁰ Seines and other types of net, rope, and rigging; wagon, cart, and chaise bodies, were included in their number. Mary⁸⁰⁰ Jackson of Boston announced that she was setting up in the "brazier business" and would make "Tea-Kettles, Brass and⁸⁰⁰ Copper Sauce-Pans, . . . Kettle-pots, and Fish-Kettles." Mrs. Proctor of Salem advertised the manufacture of a⁸⁰⁰ complete line of tools:

Later, the Proctor Tool Factory got into history. Its enterprising proprietress⁸⁰⁰ was evidently a woman of foresight; for, when the war clouds began to gather, she must have converted⁸⁰⁰ her plant to a wartime basis so she could make implements of war as well as tools of peace. One Joseph Swain,⁸⁰⁰ appointed to "gather warlike stores," by the Patriot Committee of Safety and Supplies, speaks of her factory⁸⁰⁰ as a "Boon to the Cause of Freedom" and enumerates arms and equipment he was able to procure there.

War⁸⁰⁰-worker honors were shared by another class of artisans; namely, the blacksmiths. Yes, strange as it seems, there were a⁸⁰⁰ few women practicing the art of Vulcan. In 1754, a female smith informed the public⁸⁰⁰ that she did "horseshoeing and all sorts of Blacksmith's Work with Fidelity and Dispatch." If she was still in business⁸⁰⁰ during the Revolution, she could hardly have promised dispatch to her public. The needs of the Continental⁸⁰⁰ Army had priority with all blacksmiths, and there are feminine names among those of the smiths whose shops served⁸⁰⁰ their country.

And here is an interesting angle on all that advertising. Ten of the newspapers which carried⁸⁰⁰ it were run by women. It seems a strange anomaly that, in a time when there was no provision for⁸⁰⁰ education of females beyond the bare rudiments of the four R's, women should have been well represented⁸⁰⁰ among Colonial printers. There were eleven of them and, besides editing and printing the newspapers⁸⁰⁰ mentioned, they did a great deal of the official printing for the various Colonial governments. The most⁸⁰⁰ important job of the kind was done by another sister-in-law of Benjamin Franklin's. She printed an⁸⁰⁰ edition of the laws of Rhode Island, and in those days laws were many. The work ran to 340 pages.⁸⁰⁰

The "big business" of the period also had its women representatives. Two glamorously adventurous⁸⁰⁰ pursuits produced practically all the Colonial fortunes in the upper brackets: merchant shipping and⁸⁰⁰ whaling. And women are on record as having participated in both.

Then, as now, great mercantile businesses⁸⁰⁰ were handed down from generation to generation. Names of such hereditary merchants were known not⁸⁰⁰ only all up and down America but in strange lands beyond the seven seas. One of those names was Perkins—and⁸⁰⁰ one who added to its glory was a woman. When the Perkins ships and fortunes fell to her upon the death of⁸⁰⁰ her husband, she took his place in the counting house and carried on. Some of her correspondence with the foreign merchants⁸⁰⁰ with whom she traded is preserved as witness to her astuteness.

The woman whaler who left a record behind⁸⁰⁰ her is a Mistress Martha Smith, of Long Island. She, too, inherited ships—in this instance a fleet of whale⁸⁰⁰ boats. She is not credited with having gone on any whaling expeditions, but evidently she did all⁸⁰⁰ right managing her boats. A record of the circumstances and the amount of her "take in eyle" (oil to us) for⁸⁰⁰ 1707, from January to spring, kept in her own neat script, may still be found among historical⁸⁰⁰ manuscripts. It contains one item that should cheer the hearts of sister business women when time for the next⁸⁰⁰ installment of the good old income tax comes round. In June she was required to make an accounting of her earnings⁸⁰⁰ for the year to date (even as you and I) and to pay a tithe or tax amounting to twenty per cent. She records⁸⁰⁰ that what she

paid was fifteen pounds, one hundred fifty-eight shillings.

Reading all this, the girl with the pay check may¹⁷⁹⁹ inquire, "But where do I come in? Weren't there any women who had jobs in those days?"

Yes, there were, but in comparatively¹⁸⁰⁰ limited numbers. The newspapers did carry some help-wanted ads, and we find references in¹⁸²⁰ diaries to this or that young woman "taking employment." But they were not the significant figures of the times.¹⁸⁴⁰ That was the great heyday of the independent business woman. The epoch of the pay roll was yet to begin¹⁸⁵⁰ and to become part of the epic of industry. The story of the women who had a share in that epic¹⁸⁶⁰ is, in its own way, just as thrilling as that of their earlier independent sisters. The conditions which¹⁸⁶⁰ created the two were different and each was the product of her time. But the spirit of the women was the same.¹⁸⁸⁰

Perhaps the spirit that animated American women from the very first predestined them to be in¹⁸⁴⁰ the vanguard. There are two legends regarding the foundings of Plymouth and Boston which would seem to indicate as¹⁸⁸⁰ much. It is said that in both instances it was a "young female" who was first to leap from the boat to the new shore.¹⁸⁹⁰ The girl who thus made history at Boston lived to become one of the best-known business women in early¹⁸⁹⁰ America. Her name was Anne Pollard. She ran the Horse Shoe Tavern in Boston for over fifty years and made it¹⁸⁹⁰ famous. Her portrait, painted when she was one hundred and one years old, hangs in the Boston Museum. It shows her¹⁸⁹⁰ round-cheeked and pretty, the light of conquest still in her eye.

It might be an idea for business women to adopt¹⁸⁹⁰ that portrait of Anne Pollard as a picture of one of their patron saints. If so, there should be a caption placed¹⁸⁹⁰ beneath it: "She was First Ashore." (2086)

Teletouch Personalities

From "The Friendly Adventurer"

IN some of our larger cities the display windows of department stores are controlled by what is known as a²⁰ Teletouch. In walking by the darkened window a person passes in front of an electric eye, and instantly⁴⁰ the window becomes a blaze of light.

There are teletouch personalities, too. Such a personality is⁶⁰ a radiating center of good will and friendliness. He walks into a room dark with despair and gloom and it⁸⁰ becomes agleam with the light of hope and happiness.

We human beings are always making invisible gifts¹⁰⁰ of ourselves. We go forth in love, in hate, in indifference, in warmth or coldness. Without our speaking a word, people¹²⁰ know whether we like them or dislike them. These emotional messages are being sent out from ourselves as¹⁴⁰ from a great broadcasting station. Maeterlinck, for instance, says: "A thought that is almost beautiful . . . a thought that you¹⁶⁰ speak not, but that you cherish within you, at this moment will irradiate you, as though you were a transparent¹⁸⁰ vase."

Teletouch personalities keep their minds tuned to quality thoughts. If they are salesmen, they radiate thoughts²⁰⁰ of appreciation, gratitude, faith, courage, sincerity. . . . They know that if a salesman's mental attitude²²⁰ is not right, the words he

speaks are as sounding brass and tinkling cymbals. Fear thoughts in the salesman's mind will contradict²⁴⁰ the greatest sales talk ever given.

Choose well the thoughts you think, for they make you what you are. Success depends on your²⁶⁰ quality of thought! (264)

Graded Letters

By A. E. KLEIN

For Use with Chapter Four of the Manual

Dear Sir:

We have a recent report stating that you are looking for a young, conscientious housekeeper to take²⁰ the place of the widow who has been doing your housework up to this time and whom you are about to lose this Fall.⁴⁰

Luckily we know a woman whose experience answers your needs exceedingly well. This woman worked a long⁶⁰ time for a family with two children. She purchased and cooked the food, washed the dishes and scrubbed the floors and walls, and⁸⁰ also took care of the children. One afternoon, as she was carrying some blankets up the stairs from the yard, she¹⁰⁰ hurt her ankle severely. This forced her to quit her job and wait for the ankle to get well. I have recently¹²⁰ had word from her that her ankle is strong enough for her to work again, but that it is impossible to return¹⁴⁰ to her former employer, as she expected, because the family has gone to Bluff City. She is¹⁶⁰ desirous of getting another position and will accept yours gladly. I have explained what her duties would be.¹⁸⁰

I know you will like this woman. She has strong character, is conscientious, and, furthermore, is particularly²⁰⁰ friendly with children.

Her experience is fully given on the blank we are sending you—the questionnaire²²⁰ we usually ask women to fill in for us. After examining this blank, inform us of your wishes.²⁴⁰

Yours truly, (242)

Dear Gus:

I am exceedingly unhappy about the way your truck upsets the tool bench that I built in the garage²⁰ recently. Frankly, I feel that it was unnecessary to put the truck in the garage at all, and therefore⁴⁰ the expense of installing another tool bench should be charged to you.

Naturally I am desirous that⁶⁰ this does not happen again. Therefore, suppose you choose another garage for those evenings on which you wish to put⁸⁰ your truck up.

I shall expect your check soon.

Yours truly, (86)

Graded Letters

By A. E. KLEIN

For Use with Chapter Five of the Manual

Dear Lloyd:

I have finally fired the high school graduate I hired to help us with our correspondence during the²⁰ rush season. I was authorized to keep her, but she is not the type we can use. She created considerable⁴⁰ confusion by coming late every morning, in spite of my talks with her. Her typing was excellent and⁶⁰ her letters were perfect. She is in

some ways an exceptional girl, but she could not be relied upon and trusted¹⁰⁰ to follow simple directions. I could not tell her, for example, to check the mailing address on a shipment¹⁰⁰ and confidently assume that she would perform the task; I should probably have to stop whatever I was¹²⁰ doing to check personally to see that she did it. She was also easily excited and she cried at⁴⁰ the slightest provocation.

If you know of someone who in your judgment looks promising and who might be suitable¹⁰⁰ for the job, please arrange to have her get in touch with me. There are many excellent opportunities for¹³⁰ promotion for the proper person. The salary is \$25 a week, with a promise of a¹⁰⁰ considerable increase if the person proves satisfactory.

Yours, (212)

Dear Roy:

Mr. Brown informs me that you will probably receive the promotion promised you for having made a¹⁰⁰ success of organizing our new correspondence files during the summer. I am genuinely pleased that your⁴⁰ excellent work has finally been recognized.

The file girls have reduced considerably the time required to¹⁰⁰ find correspondence. Prior to your coming, there were often serious delays in finding important letters¹⁰⁰ and the girls took hours to run down "rush" letters.

I presume your family is all excited about your promotion.¹⁰⁰ Write me when you finally hear from the chief.

Yours, (106)

Dear Sir:

Due to an oversight by a new person in our organization, your shipment of radio tubes¹⁰⁰ will be delayed a while. Since our regular boy decided to join the Navy, we have had no success in hiring⁴⁰ a satisfactory person to take his place.

I shall wire you when the radio tubes leave our shipping room.¹⁰⁰

Yours truly, (62)

Graded Letters

For Use with Chapter Six of the Manual

By A. B. KLEIN

Dear Mr. Rand:

I shall be unable to be at the meeting in Flint on Monday, October 9, as I had¹⁰⁰ planned. I shall be obliged to spend the entire months of October, November, and approximately half of¹⁰ December at our plant in Oakland, and I suggest, therefore, that you hold your meeting and send me a copy of the¹⁰⁰ record of the debates.

At the meeting please endeavor to determine how many revised catalogues to print¹⁰⁰ and how much new merchandise should be bought, but defer the matter of the impending repairs to our machinery¹⁰⁰ until I have had sufficient opportunity to review the matter. You will recall that we had hoped¹²⁰ that we could replace this old machinery within a reasonable time, but we had to revise our plans because¹⁰⁰ I discovered that our funds were altogether too low and that we are faced with a deficit.

I think¹⁰⁰ attention should be given to renting the old buildings that we have held before November or December if we¹³⁰ have been unable to put them

to use. If we are unable to rent them, they should be sold. As the buildings have¹⁰⁰ recently been improved, we should have no difficulty in renting them for a sufficient sum to pay the¹²⁰ insurance and taxes and leave some profit.

Write me promptly of any decisions you may reach.

Respectfully yours, (240)

Dear Mr. Plant:

My elderly aunt has decided to paint, repair, and improve the empty building she owns on¹⁰ Second Avenue in Flint before the cold sets in in November or December. Can you have your representative¹⁰⁰ or agent inspect the building to determine how much paint will be necessary and approximately¹⁰ how much my aunt will have to spend on repairs to improve the appearance of the building?

She dislikes details¹⁰⁰ and has consented to leave the matter entirely with me. If I decide that your figure is reasonable¹⁰⁰ it will be a pleasure to give you the job.

Cordially yours, (111)

"Know Your Endorsers"

Here's a Way You Can Help the Secret Service's Crime Prevention Campaign

LONG before the Sheriff of Nottingham was killed by Robin Hood and his men of the forests, sheriffs and policemen¹⁰⁰ had been risking their lives to catch criminals. And in the days of the Old West, when a sheriff's most efficient¹⁰⁰ deputy was a heavy forty-five, the sheriff was the man who maintained the peace or died in the attempt. To¹⁰⁰ those fearless pioneers the country owes a debt of gratitude, for they not only brought law and order out of¹⁰⁰ lawlessness and confusion, but they also made it stick. And they are still going strong.

But the sheriff of today¹⁰⁰ doesn't have to depend upon his six-shooter as much as he did in the days of the hitching post, the Red Dog¹³⁰ Saloon, and the stage-coach. Where expert gun-fighting used to be expected, the sheriff now must be an expert¹⁰⁰ administrator, executive, investigator, and coordinator. Coordination, incidentally,¹⁰⁰ is one of his most important functions, because progressive law enforcement depends upon the collective¹⁰⁰ efforts of all law-enforcement agencies. It is necessary for State, County, Municipal, and Federal¹⁰⁰ police organizations to work together if they are to maintain a solid front against all types of¹²⁰ crime. Your local police, State police, sheriffs, and the many Federal enforcement agencies are cooperating¹⁰⁰ more and more closely for your protection.

The United States Secret Service, a branch of the Treasury¹⁰⁰ Department, has had very tangible proof of that cooperative spirit. Ever since Secretary¹⁰⁰ Morgenthau gave the Secret Service the "go-ahead" signal in its Crime Prevention program, your police and¹⁰⁰ peace officers throughout the 48 States have given the Secret Service the "come-ahead" sign. Their great¹⁰⁰ willingness to help is what has licked the counterfeiter and already has the check thief and forger on the run.¹⁰⁰

For instance, the Secret Service began a "Know Your Money" campaign in 1937.¹⁰⁰ At that time people were losing about a million dollars a year as victims of passers of bogus paper¹⁰⁰ money. The Secret Service decided that crooks, like magicians,

couldn't fool people who knew their tricks, and that if⁶⁰⁰ John Q. Public knew how to tell the difference between good money and bad he wouldn't be stuck with bad money.⁴²⁰ If the counterfeiter found that his crooked business was dangerous as well as unprofitable, he would be⁴⁴⁰ forced out of that criminal activity. As a Federal judge in Vermont said, "The quickest way to⁴⁶⁰ eliminate a criminal is to take the profit out of his trade." Well, that's what the Secret Service started⁴⁸⁰ out to do—take the profit out of counterfeiting. Secret Service Agents worked with sheriffs, chiefs of police,⁵⁰⁰ bankers, radio broadcasters, newspaper and magazine publishers, surety companies, and other business⁵²⁰ organizations to show people how to detect counterfeit money. For the year ended June 30,⁵⁴⁰ 1944, the amount of counterfeit money circulated and the amount seized before it could⁵⁶⁰ circulate totalled about \$47,000 instead of more than a million dollars as in⁵⁸⁰ 1936, just before the Crime Prevention program began.

Because the "Know Your Money" campaign⁶⁰⁰ proved that counterfeiters could be defeated by showing their potential victims how they worked, the Secret Service⁶²⁰ decided to use the same strategy against another kind of public enemy—the check thief and forger.⁶⁴⁰ The Government issues about 300 million checks a year, almost a million a day. About eight million⁶⁶⁰ of these are sent every month to families and other dependents of American boys in the Army⁶⁸⁰ and Navy. When one of these checks is dropped in a mail box it provides an opportunity for theft. Once the⁷⁰⁰ check is stolen it cannot be profitable to the criminal until he forges the endorsement. Therefore,⁷²⁰ if people who receive checks by mail will be at home to get them when they are due, and will take them out of their mail⁷⁴⁰ boxes as soon as they arrive, they will make it impossible for thieves to steal the checks. Thus, when there is no⁷⁶⁰ opportunity to commit a crime, there is no crime committed. That is crime prevention, and the basis for the⁷⁸⁰ Secret Service "Know Your Endorsers" campaign.

But to make the "Know Your Endorsers" campaign successful⁸⁰⁰ it cannot be restricted to protection of Government checks alone. People who receive payroll checks from⁸²⁰ their employers, or who get other types of checks for any reason, deserve protection from check forgers, and there⁸⁴⁰ is one good way to help them get it. That is to have public utility companies, corporations, and others⁸⁶⁰ who issue checks in large numbers print on those checks this inscription: "Know Your Endorser—Require⁸⁸⁰ Identification." This warning already appears on Government checks. On a check offered to some storekeeper⁹⁰⁰ to cash, the warning is his caution signal. It will remind him that the check might have been stolen, and that if he⁹²⁰ cashes it without requiring good identification he may lose the money it represents. Any person⁹⁴⁰ who asks a stranger to cash a check should be ready and willing to answer any questions about himself⁹⁶⁰ or the check and should be prepared to offer proper identification to show that the check is rightfully⁹⁸⁰ his. Many a forger, in trying to cash a stolen check, pretends to be indignant if questioned about the¹⁰⁰⁰ check. But he isn't indignant. He is scared stiff. And that's why storekeepers and others need to ask questions when strangers¹⁰²⁰ ask them to cash checks.

The best way to fight any evil is always that provided by an informed public,¹⁰⁴⁰ for the crook unable to find victims is quickly forced out of his criminal activity. People make¹⁰⁶⁰ forgery dangerous

and unprofitable when they learn to guard against it effectively, and the most effective¹⁰⁸⁰ way to avoid losses is to Know Your Endorsers! (1090)

"The Temple Bells They Say—"

By ALLAN VAUGHAN ELSTON

From "This Week"

COMMANDO ROGER BEATTY coaxed his motorboat into the mangroves and moored her in concealment there. Then he stepped²⁰ out into dark water and waded ashore. Although it still lacked an hour of moonset, long jungle shadows made the⁴⁰ beach inky.

The city of Moulmein, close by, was of course blacked out. Roger hurried toward it over the sand. This one⁶⁰-man expedition shouldn't take long; with luck he could have it done and be safely away by dawn.

"You will proceed,"⁸⁰ ran his instructions, "to an old half-wrecked pagoda on the outskirts of Moulmein. There an agent of British¹⁰⁰ Intelligence, Burmese division, will meet you. The agent will guide you to your objective. Demolish it and return¹²⁰ to camp."

Camp, just now, was a fever-ridden bamboo swamp which the Japanese had by-passed. Roger's unit, trapped¹⁴⁰ there for months now, had nevertheless managed to keep contact with certain native patriots at Moulmein.

A¹⁶⁰ motorcycle came pounding from the darkness. Roger dodged into the palm fringe. It was a Japanese patrol. When it¹⁸⁰ had passed, he quickened his pace upbeach.

Presently the pagoda's main spire loomed above the shadows, silent as a²⁰⁰ mummy's tomb. On the seaward side, stone steps ascended to an arched, open entrance. No human was in sight. So Roger²²⁰ stood on the lower step, removed his helmet and fanned himself, using first his right hand, then his left.

In response²⁴⁰ to this signal, the Burmese agent appeared promptly from behind a pillar. A woman. She stood on the top step,²⁶⁰ posed gracefully. Her cape was dark and ankle-length, her face veiled.

Roger went briskly up the steps. "Well, here we are," he²⁸⁰ greeted cheerily. "You're sure we're alone?"

"Quite." She said it in a quiet, upper-class British voice. Yet, when she removed³⁰⁰ her veil, Roger saw a face definitely oriental. Her eyes, under long curved lashes, were faintly oblique,³²⁰ and her face made an exotic ivory oval in the moonlight. She smiled. "What's up, British soldier?"

"I need³⁴⁰ a bit of guiding—to a thatch-roofed goat shed off the compound of an estate owned by Twaje Tavoy."

The girl nodded,³⁶⁰ "I know the place. It's barely more than a kilometer from here."

"Then let's be on our way."

"Hadh't we best wait³⁸⁰ until the moon has set? We must pass near many sentries."

"Righto." The moon would set in half an hour. "My name's Roger⁴⁰⁰ Beatty."

She sat down on the top step and leaned back against a pillar. "I'm Hinda Leigh."

The English name, he thought, meant⁴²⁰ that she was an English-Burmese half-caste. Likely her



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father had been a British planter, her mother an upper⁴⁰⁰-class native. Her bare arm came out from under the cape and curled back, so that her hand could cushion her head against the⁴⁰⁰ pillar. Roger saw, under the cape, a white starched uniform.

"You're in the hospital here?" He sat down on the upper⁴⁰⁰ step, facing her.

"On day duty. Last year I graduated from the nursing school at Singapore."

"Do you come⁵⁰⁰ here every night?"

"No—only one night a week. The other agents are men—and seven of us take turnabout,⁵⁰⁰ waiting here in case we're needed."

"That's taking a big chance, isn't it? I mean—for a girl?"

"Why shouldn't a girl take⁵⁰⁰ chances, the same as men?" She looked at his thorn-torn uniform and lean, half-starved face, with a bayonet scar slashed from⁶⁰⁰ lip to ear. "You've taken plenty yourself, I'm sure."

He shook his head. "No, most of the time I've had it soft. Butter soft.⁶⁰⁰ I was in supply transport for a while. They had me convoying trucks along the Burma Road."

Her laugh mocked him. "Which⁶⁰⁰ gave you nothing to do except fight off bandits and dodge bombs! So you chucked it and got transferred to the commandos⁶⁰⁰ at Rangoon. When Rangoon fell, your unit happened to be over on this side of the bay, blowing up railroads. So,⁶⁰⁰ since then, you've been just a band of guerrillas living in foxholes."

Waves lapped at the foot of the steps; overhead, one⁶⁰⁰ of the pagoda chimes tinkled as some bat or owl or roosting pigeon jostled it. The Burma girl sat by Roger⁶⁰⁰ and looked dreamily to sea.

"Only we're looking west," he chuckled, "instead of 'eastward to the sea.'"

Hinda caught⁷⁰⁰ the allusion. "And I, of course, should be 'smoking a white cherooot!'"

A pop-pop down the beach brought Roger to his feet.⁷⁰⁰ "Let's duck," he said. "I hear that patrol coming back."

They stepped behind one of the pillars. The motorcycle cracked⁷⁰⁰ by. "I hope he didn't find your boat," Hinda whispered.

"Not a chance. It's in the mangroves."

"The moon has set now. Shall we⁷⁰⁰ go?"

"Right."

They went down the dark steps. The girl tucked a hand under Roger's arm and guided him to a narrow lane leading⁷⁰⁰ obliquely inland through the bush. It brought them to a street lined with rickety bamboo cabins.

A patrolling⁸⁰⁰ sentry at the next crossing made them turn into an alley. Emerging, they crossed an irrigation ditch on a⁸⁰⁰ log bridge. Then Roger followed Hinda through the gate of a deserted suburban estate.

"It's the Twaje Tavoy⁸⁰⁰ house," she whispered. "When the Japanese marched in from Thailand, he took his family to India."

They kept close to⁸⁰⁰ a high wall of the compound and circled the house. At the rear Hinda guided Roger through another gate and across⁸⁰⁰ a succession of corrals. The Tavoy livestock, Hinda explained, had been butchered to feed the invading⁸⁰⁰ garrison.

The most rearward outbuilding was a goat shed. They groped their way inside and Roger sent the beam of his flashlight⁹⁰⁰ around the bamboo walls. Then he advanced to a manger filled with mildewed straw. He pushed the straw aside and Hinda,⁹⁰⁰ at his elbow, peered curiously at what he exposed.

"It's a demolition battery," Roger told her.⁹⁰⁰

"In peacetime, miners use it to blast with, while keeping at a safe distance. This one was wired before the British⁹⁰⁰ evacuated Moulmein. The wires lead to the basement of a warehouse stocked with ammunition that our people had¹⁰⁰⁰ to abandon here. Maybe the Jappies have found it—but I don't think so; because they would also have found the¹⁰⁰⁰ demolition charge planted there, and would have traced the wires to this shed—in which case they would have disconnected the¹⁰⁰⁰ battery. Of course, our side meant to set this off before withdrawing. But the sergeant assigned to do it got machine-¹⁰⁰⁰gunned on the way to this shed."

The battery was still connected. A hard downward thump of the plunger handle should¹⁰⁰⁰ detonate distant explosives. "So you'd better run along," Roger said. "When it goes off, the Jappies will think it's¹¹⁰⁰ one of those Flying Tigers on the prowl. They'll be swarming this way like hornets."

"M-m-m." She was too good a soldier to¹¹⁰⁰ argue. "Good night and good luck, Commando."

"I'll wait fifteen minutes, so you can get a mile away."

"Cheerio," Hinda¹¹⁰⁰ said, and was gone.

Roger waited fifteen minutes. Then he grasped the handle with a firm grip. A terrific¹¹⁰⁰ explosion shook the earth. Roger heard falling walls. He dodged from the shed and ran for it. Nothing to do now but get to¹¹⁰⁰ his boat and retreat quickly down-coast to the swamp.

He raced through the corrals and into the main compound. Already¹²⁰⁰ he could see searchlights darting about the sky, and far away he heard the thunder of a fighter plane taking off.¹²⁰⁰ More searchlights raked the heavens. He reached the front gate, slipped through it.

The shrill cry of a sentry down the road made

him hug¹²⁴⁰ the shadows. At the end of the wall he made a dash in the direction of the bay. A stump tripped him. He scrambled¹²⁶⁰ up, jumped an irrigation ditch, vaulted a hedge, raced along its other side and turned seaward again at the first¹²⁸⁰ alley.

As he darted out of this alley, an electric torch played full on his face. Roger caught the silhouette¹³⁰⁰ of a Jap sentry whipping up his rifle. He dived to the left as the rifle cracked. On his knees and one hand he¹³²⁰ tugged out his automatic, fired, saw the sentry double. He got up and ran down the street, but a headlighted¹³⁴⁰ motorcycle came wheeling straight at him. Lights stabbed from everywhere, and a hundred firecracker voices bayed him. Japs¹³⁶⁰ came bounding from the side streets and alleys. Like shrieking monkeys they swarmed over him. He was hustled to the guardhouse¹³⁸⁰ nearby.

The officer in charge rattled questions at him, first in Japanese, then Burmese. Japanese was a blank¹⁴⁰⁰ to Roger, but he had worked on the Burma Road long enough to catch the drift when the man shrilled at him in Burmese.¹⁴²⁰

"How many are in your raiding party and where are the others hiding?"

The safest bet, Roger decided, was¹⁴⁴⁰ to pretend he didn't understand. So he shook his head and made himself look dumb.

An officer of higher rank¹⁴⁶⁰ appeared. But he, too, could speak only Oriental languages. In Burmese they continued to nag Roger with¹⁴⁸⁰ the same question. He gave them only blank looks.

"Get an interpreter," an officer shouted. A guard dashed off to¹⁵⁰⁰ look for one.

Fuller reports on the explosion came in. A sentry entered with the demolition battery,¹⁵²⁰ which told Roger that wires had been traced from the wreckage to Tavoy's goat shed. The officer fumed and paced impatiently.¹⁵⁴⁰ He was sure that the prisoner had had companions, who were still in hiding somewhere. Even an Englishman,¹⁵⁶⁰ he sputtered, would not be mad enough to conduct such a raid singlehanded.

Then the door opened and a figure¹⁵⁸⁰ in starched white entered. Roger blinked. What was Hinda doing here? (1591)

(To be continued next month)

For Any Man

From "The Friendly Adventurer"

IN HIS ADDRESS to the graduating class of General Motors Institute, Lieutenant General William²⁰ S. Knudsen gave some sage advice. It is advice from a Danish immigrant boy who found in America the⁴⁰ opportunity to build a successful life. His statements are something for any man to think about. . .

"Always⁶⁰ remember to be yourself. Think independently and weigh whatever suggestions are made for your particular⁸⁰ work.

"Experience is knowing a lot of things you shouldn't do.

"A one-man band never gets far up the¹⁰⁰ ladder. Learn to toot one trumpet and toot it awfully good.

"If you have courage, you have twice the chance to win that¹²⁰ you otherwise have.

"Learn to take a little bit from the other fellow to see what he's got. This is called tolerance.¹⁴⁰

"Don't ask a man to do something that you wouldn't do if you were in his place.

"If you think before you act, you¹⁶⁰ can act very much more efficiently and get very much more work done.

"Live clean. Fight hard. Think for yourself.

"This country¹⁸⁰ of yours is free and it is always going to be free. This country is yours and it is always going to²⁰⁰ be yours. It is going to be an example to the rest of the world." (214)

By Wits and Wags

BEGINNER, fishing for the first time: I've got a bite! What do I do now?

Veteran Fisherman: Reel in.

Beginner:³⁰ But I've already done that, and the fish is tight against the end of the pole. Now what do I do?

Veteran:⁴⁰ Climb up the rod and stab it! (45)

. . .

SAID the scientist to the druggist: "Please give me some prepared monaceticacidester of salicylic²⁰ acid."

"Do you mean aspirin?" asked the druggist.

"That's right! I never can think of that name." (36)

. . .

CHAPMAN returned from lunch and called his new secretary into his office.

"Anyone call while I was out?" he²⁰ asked.

"Yes," replied the girl. "Smith came in about his account. He wanted it settled."

"And you told him I had left for⁴⁰ Europe this morning?" asked Chapman.

The girl nodded and replied: "Yes; and that you wouldn't be back until this afternoon." (60)

. . .

A LUNATIC was trying to knock a nail into a wall. But he had the head of the nail against the wood and²⁰ was hammering the point.

At length, he threw down the nail in disgust and said: "Bah! Idiots! They gave me a nail with⁴⁰ the head at the wrong end."

Another inmate of the asylum who had been watching, began to laugh.

"It's you that's⁶⁰ the idiot," he said, as he jerked his thumb toward the opposite wall. "Nail was made for the other side of the room." (80)

October Transcription Speed Practice

Dear Mr. Harper:

Paper today is *the* most critical war product. More paper than is now available³⁰ is needed directly for the war effort, indirectly for the war effort (especially⁴⁰ in the food and drug industries), and for countless civilian uses.

We shall be at least 1,000,000 tons short⁶⁰ unless more waste paper is salvaged—from your home, from your neighbors' homes, from your office.

Unless we all pitch in⁸⁰ and clean out every unneeded scrap of paper from homes and offices, you will not get the cartons and¹⁰⁰ containers you need; your dealers will have no bags or wrapping

paper; your direct mail and your advertising will be⁹⁰ severely curtailed.

Organize a drive in your office. Use your salesmen by making their services available¹⁰⁰ for drives in local communities and in store and office buildings. The time is short. *Act now. It is your problem.*¹⁰⁰

Sincerely yours, (164)

Dear Mr. Valentine:

Many of the weapons needed by our fighters are the things sold by the stationer. Of⁹⁰ course, you can't shoot a Jap or a Nazi with a sheet of carbon paper, but it takes carbon paper and ink and¹⁰ staples, etc., to provide guns with which to shoot them.

Back of every military operation⁹⁰ are many plans, each one of which calls for instructions, requisitions, orders, reports, and other information⁹⁰ which depends entirely on the stuff you sell. All over the continent, loyal stationers are doing their bit¹⁰⁰ in helping to provide industry with the tools of business in order that industry can produce the weapons¹⁰⁰ of war.

To you dealers in your patriotic efforts to help Uncle Sam our company pledges its utmost¹⁰⁰ support. Our Sales Service Department is at your call in helping you with orders that call for priorities.¹⁰⁰

Remember, too, the good will that can be obtained by creating a repair and service department in your store.

Yours¹⁰⁰ very truly, (183)

From a New Front

(Junior O.G.A. Test for October)

Dear Dad:

Madeline has written that you are billeted near the old camping ground and that you can go home for the⁹⁰ weekends. Lucky fellow!

We have been moving around a lot of late and I had a chance to see many of the¹⁰ relics of the old world both in Italy and Africa before coming here. I saw the Pyramids and the⁹⁰ Sphinx while in Cairo. They are real big, and what a sight it is to see them at sunset and in the moonlight.

Watch⁹⁰ out for your health, Pop.

Al (84)

Office Memoranda and Instructions

(October O.G.A. Membership Test)

DO NOT TAKE INSTRUCTIONS except from your immediate superior and do not accept verbal instructions⁹⁰ of important changes in procedures. The first part of this rule is made because the head of your particular¹⁰ division of the work is in charge and responsible for any change to be made in it. Suggestions and changes⁹⁰ in the section from people outside will be made to him for his action, or instructions will come to him from⁹⁰ his own immediate superior.

The second clause, "Do not accept verbal instructions," prevents people from¹⁰⁰ giving orders hastily and incompletely and protects the person receiving them from misunderstanding¹⁰⁰ them, forgetting them, or wrongly performing them. If he has his authority in writing, the worker can refer¹⁰⁰ to it in case of doubt or produce it if his action is questioned. (153)—*Office Administration*

New England Teachers Meeting

THE EXECUTIVE BOARD of the New England High School Commercial Teachers Association has formulated plans for a one-day conference to be held November 25 at the College of Business Administration, Boston University.

A sectional meeting in the morning, devoted to the teaching of bookkeeping and allied subjects will be under the direction of Eliot Duncan, head of the Commercial Department, Holton High School, Danvers, Massachusetts.

At the same hour, Miss Mildred O'Leary, head of the Commercial Department, Swampscott (Massachusetts) High School, will direct a section devoted to the teaching of shorthand and typewriting.

Following these sectional meetings, the group will come together for a combined session under the chairmanship of Bruce Jeffrey, principal of B. F. Brown Junior High School, Fitchburg, Massachusetts.

Miss Jane Berriman, Brookline (Massachusetts) High School, first vice-president of the Association, is acting president in the absence of Major Paul Salsgiver.

American Education Week

AMERICAN EDUCATION WEEK will be observed this year from November 5 to 11. The general theme is "Education for New Tasks."

The complete program is as follows:

Sunday, November 5—Building Worldwide Brotherhood

Monday, November 6—Winning the War

Tuesday, November 7—Improving Schools for Tomorrow

Wednesday, November 8—Developing an Enduring Peace

Thursday, November 9—Preparing for the New Technology

Friday, November 10—Educating All the People

Saturday, November 11—Bettering Community Life

N.A.A.C. Bulletin

THE NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL Schools is to be complimented upon the issuance to its members of a monthly bulletin full of interesting news items and inspirational and practical suggestions, all directed toward better teaching and administration of business education in the private schools of this country. The June issue of the bulletin reports a total of nine projects being carried on by the Association, involving the efforts of forty-six members.